

COURSES

UNIVERSITY OF MANCHESTER Department of Education ADVANCED COURSES FOR TEACHERS 1977-78

The following one-year full-time courses mainly intended for experienced teachers, are offered in the session beginning September, 1977. Teachers employed by local education authorities may be eligible for secondment on salary. Certain of the M.Ed. courses are also offered as part-time courses extending over a longer period. By arrangement with the Department, students may be able to undertake some sections of certain part-time courses by either day release or on one term of full-time study.

1. Degree of M.Ed.

Applications will be considered from (a) graduates and (b) non-graduate qualified teachers holding an appropriate advanced diploma for the following full-time (FT) and part-time (PT) programmes:

- Aesthetic Education (FT)
- Curriculum Development (FT and PT)
- Education of Maladjusted Children (FT)
- Educational Psychology (FT)
- Educational Sciences (FT)
- (Studies in educational psychology, sociology and social psychology of education)
- Foreign Language Learning (FT)
- History of English Education (FT)
- Organisation and Planning of Education (FT)
- (Economic, comparative and administrative studies of education)
- Science Education (FT)
- Sociology of Education (FT)
- Youth Studies (PT)

Opportunities are also available to take the degree by research and the presentation of a thesis (FT and PT).

2. Degree of M.Sc. in Educational Psychology (Child Guidance)

(A general course which may serve as a preparation for more specialised study and research)

3. Diploma in Advanced Study in Education

(This course provides training in educational psychology for experienced teachers covering theory and practice of counselling in schools)

4. Diploma in Educational Guidance

(This course provides training in educational psychology for experienced teachers covering theory and practice of counselling in schools)

5. Diploma in the Education of Handicapped Children

(This course provides training in educational psychology for experienced teachers covering theory and practice of counselling in schools)

6. Diploma in the Education of Maladjusted Children

(This course provides training in educational psychology for experienced teachers covering theory and practice of counselling in schools)

7. Diploma in the Teaching of English Overseas

(This course provides training in educational psychology for experienced teachers covering theory and practice of counselling in schools)

Further details of all the above courses, and the relevant application forms, are obtainable by completing the coupon below, and sending to the Department. Applications are returnable as soon as possible (for (1) full-time courses only and (7), November 30th; for (3), (5) and (6), December 31st; for (2), January 31st; 1977; for (4), and March 31st, 1977 (for (1), part-time courses only).

To: The Secretary, Department of Education,
The University, Manchester M13 9PL.

I wish to receive further information (including an application form) for the following course(s):

Name _____
Address _____



If... 15-year-old Paul Celisse, of Deanes School, Thundersley, Essex, week-long work-experience course with the Worcestershire and Shropshire. Boys from schools in East Anglia took part in the course which each day at 06.30 hours with a run, assault-course training, swimming, reading and weapon training.

L.e.a.s head Williams list for talks on standards and curriculum

by Mark Vaughan

Local education authorities in England and Wales are to be the first to be consulted by Mrs Williams, the Education Secretary, in her talks on standards and school curricula. They are to meet her on November 22.

The visit was extended last week when the Council of Local Education Authorities met Mrs Williams for the first time since she took up her new post. Talks with the teacher unions, industry and other interested bodies will follow.

L.e.a.s have been upset by major speeches on education by Mr Callaghan and Mrs Williams, in which no reference has been made to the role of the authorities in school curricula or in maintaining educational standards.

At last week's meeting, which was described by both sides as "extremely cordial", teacher employment and training, priorities within the education service and many aspects of the 16-18 age group were discussed. One member of CLEA said they were "not too noisy about higher education", but they left Mrs Williams in no doubt about their feelings.

They told her they wanted as much freedom as possible to spend their education budgets in the way they considered best rather than follow Government directives. Both sides agreed that maintaining pupil-

teacher ratios and providing for basic needs were the top priorities. The L.e.a.s said they wanted money to train unemployed teachers to teach shortage subjects such as handicraft and mathematics. They were assured that officers of the Department of Education and Science and the Department of the Environment will look into the possibility of using money from the Government's Training Opportunities Scheme.

They also said they wanted help with the scheme for the premature retirement of teachers.

Mr John Horroff, chairman of CLEA and chairman of Cambridgeshire County Council, welcomed the invitation to talk about standards and the curriculum. He was happy that Mrs Williams had acknowledged the authorities' role in providing education and maintaining educational standards.

Sir Ashley Bramall, vice-chairman of CLEA and leader of the Inner London Education Authority, said "It was an extremely friendly meeting and we did feel we were getting cooperation on many subjects. She made a very good first impression."

"I think she was more prepared than Mr Mulloy to listen to us. This may merely be a difference in personal manner between the two, but she made us feel welcome, and understood what we were trying to say."

Preceptors want to join in

The paper describes the college's foundation scheme and four alternative schemes now being provided for the award of the qualification of associate members.

One is for heads, deputy heads and senior members of staff, another provides an opportunity for qualified teachers to undertake their own programme of study, and a third is for the professional studies. A fourth is to help senior further education staff with management studies.

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In brief



Dove Cottage.

Spruced up

William Wordsworth's house, which overlooks Grasmere Lake District is to be spruced up with a £33,000 grant from the Government's job creation scheme.

The work on Dove Cottage, which has been carrying out a series of programmes in the area, will be carried out by the local authority and the local education authority.

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Induction scheme too disruptive, say heads

BERT LODGE reports on weaknesses in Liverpool's pilot project to help new teachers in their first year at work

The lack of adequate supply teachers to cover probationers' regular absence from the classroom is the greatest weakness of the Liverpool pilot induction scheme, say some primary heads whose schools have been involved in the experiment.

In a report on the second year of the scheme, the heads say that even a good supply teacher does not compensate for the break in continuity when the probationer is out for a day and a half each week at a professional centre.

"Having two teachers in a week is disruptive to the learning of young children, particularly when the regular and the supply teachers have not worked closely together. Two different teachers with two different programmes is a bad thing," they say.

They also feel that if the supply teacher is coming into the class for only one day at a time the job will be very satisfactory for him or her. They suggest that if the teacher tutor, to whom the probationer is responsible during the induction

programme, has no regular class, he or she could act as a supply teacher.

"Theoretically the induction scheme is a good idea but it would appear it has not yet succeeded in bridging the gap for the weakest candidates and is unnecessary for the good probationers," say the heads. They suggest that if teacher training were made a four-year course the induction scheme could be combined with the last year of pre-service training.

Most feel that the head is not the best person to be the teacher tutor, though in a small school he may be the only possible candidate. There was feeling among the heads that they had been insufficiently involved in the scheme. They complained of no feedback from the professional centres on the probationers or on the courses

offered. On the other hand, some heads felt that as a group, they had not pushed for more involvement.

The Liverpool pilot scheme is one of two sponsored by the Department of Education in 1974. The other is in Northumberland. About 500 new teachers in Liverpool took part this year, together with 300 teacher tutors.

The tutor is allowed two free periods a week for each new recruit in his charge. He also receives £140 if responsible for one or two teachers, £216 for three or four and £288 for five or more.

In his report on the role played by the teacher tutor, Mr Kenneth Cripps, an adviser with special responsibility for the scheme, says the teacher tutor close to make of it. But he was adamant that the two

free periods a week were nothing like enough. On the other hand, "it could involve the teacher tutor in such an amount of non-teaching as to make him cease to be seen as a practising teacher colleague", Mr Cripps remarks.

Probationers taking part in the first year of the experiment were critical of that part of the programme which required their attendance at a professional centre.

They thought it contained too much straight lecturing and was often a repeat of work done during their initial training.

This part of the programme has now been modified. Mr Cripps says the emphasis is shifted to practical workshop activities and school-based demonstrations.

"The second year of the pilot scheme has been one during which ideas have crystallized into practice, early mistakes have been righted and much more has been learned. The desirability and value of an induction year is now proved—only the finance has to be found", Mr Cripps concludes.

Help schools to take more disabled—plea

by Mark Jackson

Extra help for schools to enable them to cope with more handicapped children is urged this week in the findings of a Government-sponsored study. The researchers say that teachers need more information, advice and practical help if the new policy of educating such children in ordinary schools is to succeed.

The report, the result of a nine-year study of spina bifida in the London area, was carried out on behalf of the Department of Education and Social Security. It says it will cost education authorities very much less to provide the help needed than to pay an accommodating handicapped child in special schools.

It sets a new case for the special schools as expert consultancies, advising ordinary schools on the problems of looking after the children.

Dr Martin Shipman, director of the Inner London Education Authority's research and statistics group, which has been carrying out the study, says: "The necessary expertise is concentrated in the special schools, whose existing role will be diminished as the policy of integrating handicapped children with the ordinary school population takes effect. We are suggesting that full use should be made of their potential as an invaluable consultancy resource."

The researchers report that teachers with some experience of handicapped children are generally in favour of integration and feel that its success depends on the attitudes and cooperation from parents and doctors than the physical condition of the children.

The team stresses the need for more information, particularly when a child first arrives at a school. The school medical officer rarely volunteered information about the child's needs, and when the doctors were asked for information it was either inadequate or too technical.

The study showed that the spina bifida children were no more likely to be disturbed than other children and that, although they more often had problems of attention and moti-

vation they displayed less tendency to behave anti-socially.

The researchers indicate, however, that the teachers they talked with may have been wrong in believing that there were no problems arising from the attitudes of other children towards the handicapped. "Remarks made spontaneously to us by the spina bifida children occasionally indicated that what ever their intentions, their comments had made an impression and were found to be worrying."

They quote other research evidence that teachers are not fully aware of the extent of teasing and recommend: "If integration is to occur on a wider scale, teachers will need advice on the most appropriate way to deal with children's questions and comments, how best to allay the anxieties of incontinent children, and to give them support if teasing occurs."

Teachers also need advice, they say, with specific classroom problems such as how to involve the children in games and physical education, and how to explain their condition to the rest of the class.

"At present left entirely to the initiative of the individual teacher," the report says that welfare assistants must be provided where children are seriously handicapped and indicate that this is likely to be the key factor in persuading schools to take more of the children. Some of the schools studied "spontaneously indicated" to the researchers that they would be prepared to take on additional children if they got the expert help.

In only two of the 34 cases the team came across where children posed serious problems for the school had the education authority volunteered additional help.

The report also recommends that authorities should set up a network of advisory teachers to service schools accepting handicapped children. The advisers would help schools and parents and channel help and information from other sources. They would also help co-ordinate the experts involved in the care of handicapped children and act as a link between ordinary and special schools.

Statistical step forward

The Government's drive to improve statistics—which has already resulted in more up-to-date and easily accessible figures on education—has taken another step forward this week with the publication of the *Guide to Official Statistics*.

Published by the Central Statistical Office, the guide is intended to bring together details of all main official statistical publications. Education in Great Britain and Northern Ireland is covered in 10 pages. As well as listing well-known sources, it includes the regular statistics published by the Department of Education. It includes single reports and series on education that have

appeared in Government publications not normally connected with education.

Bringing all the sources together demonstrates the extent to which the department has been able to put its figures at least on money, numbers of pupils, teachers and qualifications. The only figures on parents' attitudes to education are in a survey published in 1972, followed up by parents interviewed four years earlier by the Plowden Committee.

On the curriculum, the main source is a single special report, *The Guide to Official Statistics*, HMSO £7.50.

How to beat suspensions

More and more pupils are being suspended from school, claims the National Association for Multiracial Education which has issued a pamphlet telling parents and children how to appeal against unfair suspensions.

The pamphlet, which deals specifically with the procedure for suspensions in the Inner London Education Authority, is reprinted in this month's issue of *Where*, the education magazine for parents. It can be adapted to serve other areas of the country.

N.A.M.E. claims that some students are being kept out of school for more than a year. "Some school students are being suspended for ridiculous things like not wearing the correct school uniform," it says.

The pamphlet informs students and parents of their rights and points out that the ILEA has told heads not to suspend without first talking to parents. They have also been told not to use suspension as punishment.

Students are urged to organize, to support each other and form action groups. In a comment on the pamphlet, *Where* urges the setting up of parents' workshops by education consumer groups, Citizens Advice Bureaux or even the National Consumer Council. Parents could then be trained to help others with specific topics.

● In another article, the magazine recommends an education consumer act for Britain on the lines of the USA's 1974 Family Education Rights and Privacy Act. This gives parents the right to access children's records and challenge information in them. The Act also lays down conditions under which pupils' records can be disclosed to any other organization.

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KEEP DEATH OFF THE LINE



Trains can kill

Tracks can kill

You can kill

This stern warning has been sent by British Rail Southern Region to 4,000 schools in its area because seven children have already been killed on the tracks this year. Children run a double danger on the Southern Region—apart from being run down by a train, they risk electrocution.

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Milton Keynes: can't keep up with demand.

OU supplies dry up...

The Open University may have to stop producing new courses because it cannot sustain production of those it is already running.

According to the university's newspaper, *Sesame*, students have been complaining of notes arriving a fortnight after the broadcast they were meant to accompany and of a confusion of dates which resulted in clashes between written work, revision and examinations.

The pro-vice-chancellor for student affairs, Mrs Naomi McIntosh,

...and 8,000 students drop out

Nearly 8,000 of the applicants offered places at the Open University for next January appear to have changed their minds.

Offers were made to 26,300 applicants with the aim of ensuring that the 20,000 places available would be filled. But there are still 1,300 empty places.

A spokesman for the university said, however, that they were not satisfied that incoming students' difficulties were entirely financial. "We are thinking how we can ask as many as possible directly why they have changed their minds."

The university will now make offers to about 1,700 reserve applicants.

Two years ago it was £25. The course, lasting 20 weeks for students starting next January will be £45. They pay the remainder of the course fee.

COURSES

RACHEL MACMILLAN COLLEGE OF EDUCATION, CREEK ROAD, DEPTFORD
London, SE8 3BU

The 2-5 year old in school

Applications are invited from qualified teachers wishing to extend their work into the field of teaching 2 to 5-year-old children.

The course will be full-time for one term from either 12th January, 1977, or from 27th April, 1977.

The Rachel Macmillan College has a specialist interest in the education of children during their early years, and is engaged in work in an educational priority area.

Ilea

THE UNIVERSITY INSTITUTE OF EDUCATION
A DIPLOMA COURSE IN THE TEACHING OF
READING AND RELATED SKILLS

THE READING CENTRE, 100, QUEEN'S SQUARE, LONDON
(Institutional Institute of Higher Education)
Reading Room 1405, London, S.W.1, Tel: 01-476 1211

Course Director: Mrs. A. V. Leighton-Pennell. Course Dates: 2nd March to 2nd June 1977. The course is designed for teachers and other professionals who are interested in the teaching of reading to children. It is a full-time course and will be held at the Reading Centre, 100, Queen's Square, London. The course is open to teachers and other professionals who are interested in the teaching of reading to children. It is a full-time course and will be held at the Reading Centre, 100, Queen's Square, London.

Out-of-work staff to probe use of textbooks

Six out-of-work teachers are to be employed by Sussex University to take a hard look at primary school textbooks.

The researchers, who are being partly financed by a £15,000 grant from the job creation programme, will examine the aims, structure and assumptions underlying primary texts. They will look at how the books are being used and to what effect.

They will also assess the advantages and disadvantages of books from different educational viewpoints and their report will be distributed cheaply to teachers' centres, i.e.s and teacher training colleges.

They will work under Dr Michael Ernst, who developed techniques for analysing textbooks in the early seventies. The new project will be completed in August, 1977.

Barnardo's step in

Two assisted community schools for girls, set up in 1949 by MIND, the National Association for Mental Health, at the special request of the Home Office, are to be taken over by Dr Barnardo's.

Announcing this at the charity's annual meeting, Sir Ian Scott, chairman of Dr Barnardo's, said that MIND no longer wished to be responsible for the schools and the managers did not want them to be handed over to local authorities.

"After detailed discussion with us, we in Barnardo's have accepted the responsibility from MIND."

The two schools at Duncroft and Springhead Park were pioneer approved schools. They cater for delinquent female adolescents of "above average ability", and each school houses between 30 and 40 girls.

Small colleges worried about new courses

Many small further education colleges feel that the new courses being worked out by technician and business education councils are being forced on them, according to a survey of colleges teaching maths and computer studies.

The survey of 67 departments in 63 further education colleges and polytechnics, was carried out by Mr D. Simpson, of Sheffield Polytechnic, for a conference held earlier this year. Details of the survey are included in a conference report published recently.

The survey found little interest in the work of TEC and BEC, which were set up to reorganize the many different kinds of courses in further education. Many of the smaller colleges, however, were worried they might not be able to cope with TEC

and BEC courses when introduced.

The main aim of the survey was to find out college attitudes to modules and courses favoured by TEC and BEC. Departments offered a choice of different modules but most of them were at levels above those under consideration by TEC and BEC.

The chief advantage of the courses was that they offered clearly defined subject content, lecturers said. But the disadvantages were more complicated and examinations of over-narrow and restricted material, student counselling, and the weight of this.

Parents plan new school

Parents and teachers in the London borough of Richmond are planning to set up an independent school to fill the gap left by the abolition of grammar schools.

A committee, under the chairmanship of Mr Carey Palmer, principal of Richmond Tutorial College, has held its first meeting and is now trying to collect about £5,000 and find a house to mortgage. It wants to provide for 60 to 80 students, mostly up to O level, but there would also be a small sixth form. The committee hopes to get its plans "off the ground" in a year or so.

Mr Palmer said: "There has never been a public school in Richmond. Parents must send their children to Kingston or Hammer-smith if they want them to be privately educated. The state has

made a mess of education in this area since the abolition of grammar schools."

There was a local "proper public school" which was highly qualified and well-run. Fees are to be £1,000 a year. About 800 students are expected to enrol in the school. The school will be open next year in the Richmond Tutorial College. Five other authorities—Devon, Hampshire, Lancashire, Somerset—have some form of provision of fee-paying colleges.

The 16 to 19-year-olds of students in the school will be encouraged to be enrolled at the school. There will be no selection. The opening of the school will follow the closing of all secondary colleges.

Parliament Questions

School transport: Sir Derek Walker-Smith, Conservative MP for East Herefordshire, asked if the Education Secretary would allow willing parents to pay towards free school transport.

Miss Margaret Jackson, Under Secretary for Education, said local authorities had to provide free transport by law to children who lived outside the set limits. They could help with the fares of other children if they wished but this was difficult because of financial constraints.

Disabled children: Mr Jack Ashley, Labour MP for Stoke-on-Trent, asked if the Education Secretary was satisfied with the provisions for the education of disabled children.

Miss Jackson said in recent years there had been a steady increase in the number of disabled children in schools. The increase in 1973-74 was 1,600 children since January 1973, and the increased provision for handicapped pupils in special classes from 11,000 to over 18,500 in the same period. The department was now discussing with i.e.s the monitoring of arrangements for the education of handicapped children in ordinary schools.

Craft lessons: Mr Max Madden, Labour MP for Sowerby, said poor

Minister cautious on action to reduce truancy

There have been no official discussions about truancy since a meeting in June between local authority and teacher representatives, Miss Margaret Jackson, Under Secretary, said. But further action is planned in association with i.e.s.

The problem was not simply to do with the school leaving age, she said. It involved individual cases which could be much more easily

dealt with by teachers and dual authorities.

There were figures from a survey this year showing that truancy had increased but definite improvements had been made. When Mr Rhodes (Leamington) asked the Minister to consider school leaving age, Miss Jackson replied that she had many other things to do at the moment.

Fees rise queried

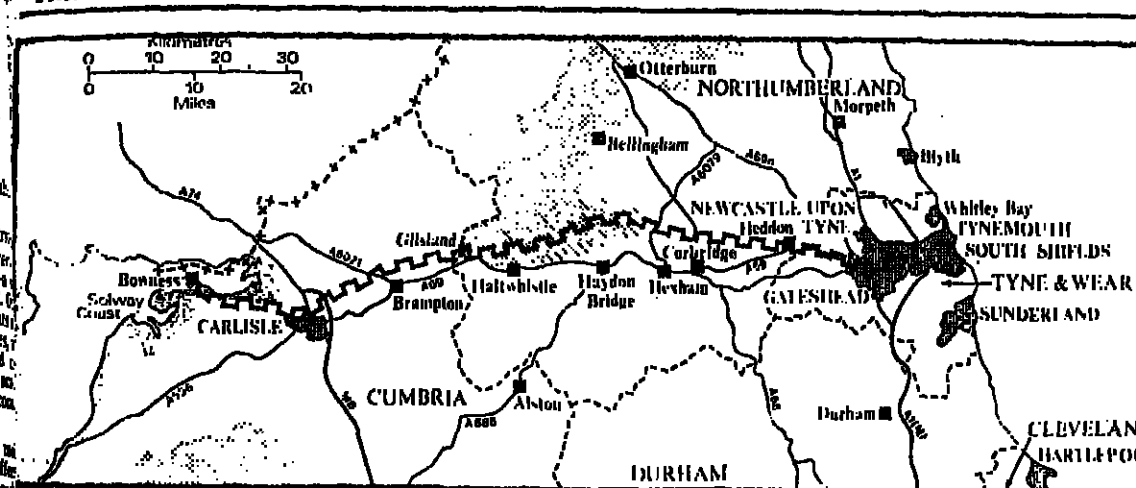
Mr Frank Allauq (Salford, East, Lab) asked how many fewer home and overseas postgraduates there would be in universities as a result of the increase in fees to £750 a year.

Mr Gordon Oakes, Minister for Education, replied that the reduction in projected numbers next academic year might be between 3,000 and 7,000 for home students, and between 1,000 and 3,000 for overseas students. However, both the precise size and the statistical consequences were still under review.

Mr Allauq suggested the Government should consider the serious shortage of postgraduate students in regions played graduates to regional universities. He suggested that the Government should consider the possibility of a grant to cover the cost of fees for the payment of fees by the Government.

SPECIAL ANNOUNCEMENT

SUNDAY, DECEMBER 4, at 5.15 pm (Doors open at 5.00 pm)
A CHRISTMAS ENTERTAINMENT FOR THE YOUNG IN HEART
Presented by the Young People's Theatre Company
Phyllis Belluck & Terence Beckett on two phases
ANTHONY HOPKINS, conductor of the RPO. Producers: Peter and Susan
Sally Sweeney, Carnivari of the Angels
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SPECIAL RATES FOR SCHOOL PARTIES AND GROUPS



Going to the wall?

A report this week outlines new plans to preserve Hadrian's Wall before tourist invaders damage its fabric.

Hadrian's Wall, Britain's greatest memorial of the Roman occupation, is invaded by more than 750,000 people a year, a quarter of them from schools and colleges. And the number is growing rapidly.

In a report published this week, the Countryside Commission gives plans for dealing with this influx of visitors with the attendant problems of traffic, parking and damage to the fabric of the wall and surrounding farming land.

The report was written by the Darrington Amenity Research Trust, who were appointed by the commission in 1974 to put forward ideas on how to preserve the wall and its surrounding area.

One proposal already adopted is to set up a Hadrian's Wall consultative committee. DART believes that local authorities, organizations and individuals along the wall's 73 mile stretch should be consulted before any plan can work.

The wall, they say, could take twice the present number of visitors in about 15 years' time without serious damage to it or landscape as there is room for growth in the outer eastern and western sections. The sections between Carlisle and Corbridge, largely in the Northumbria National Park, are now the most popular.

To encourage visitors to interest-

ing, but non-Roman sites, the report says, a comprehensive and co-ordinated information service is needed. This should include improved signposting, incorporating a wall symbol, extending the National Park Information Centre at Once Brewed and creating two new ones.

An education officer should be appointed to help schools, local authorities, colleges and museums to get the best "educational mileage" from the monument. He could help with a school's curriculum by suggesting suitable visits for particular projects. He could also build up a loan collection of teaching aids, develop teachers' packs, project sheets, train guides and explore the possibility of developing field study centres.

One possible site could be Burgh-by-Sands, which offers opportunities for studying border warfare, Edward I and the natural history of the Solway marshes. A number of youth hostels, hotels and farmhouses offer package deals consisting of lodgings plus educational activity. The education officer could encourage similar schemes. Hadrian's Wall, a strategy for conservation and visitor services. The Countryside Commission, John Dower House, Crescent Place, Cheltenham, Gloucester, GL20.

Diane Spencer



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COURSES

Advanced Courses for Teachers 1977/8

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Adult Education Curriculum Studies Philosophy of Education Psychology of Education Special Education Comparative Education History of Education Physical Education Sociology of Education Teaching and Classroom Studies

Advanced Diplomas

These are full-time courses and are open to trained teachers with at least three years' experience in one or other of the following two areas of study:

Nursery/Infant Education Special Education Full details and application forms are obtainable from The Admissions Secretary, School of Education, 19-23 Abercromby Square, The University, PO Box 147, Liverpool L69 3BX.

School of Education
University of Liverpool

ROEHAMPTON INSTITUTE OF HIGHER EDUCATION

RIHE is a federal structure of four academic communities: Digby Stuart Froebel Institute Southlands Whitelands

DIPLOMA IN EDUCATION DIPLOMA IN THE TEACHING OF MUSIC

Applications are invited from serving teachers for admission to these one-year full-time courses which have special reference to the education of children up to the age of 13 years and leads to the award of the relevant diploma by the University of London Institute of Education.

The Diploma in Education is designed as preparation for posts of further responsibility. The course has previously emphasized the primary and middle-school range but is now extended to meet the special needs of those considering advisory work in pre-school education.

The Diploma in the Teaching of Music is designed to enable teachers of first and middle-school children to gain understanding of present-day aims and methods in music education, and to develop their own musical skills. Teachers serving under a local education authority and who have at least five years' experience are eligible to apply for secondment for the period of the course.

Full particulars and application forms may be obtained from: The Registrar, Froebel Institute, Grove House, Roehampton Lane, London SW15 5PJ.

UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

DIPLOMA IN EDUCATIONAL ADMINISTRATION

Applications are invited for the course leading to the University of London Diploma in Educational Administration beginning in October 1977. This is a day-release course extending over two academic years: attendance at the Institute will generally be on one afternoon per week in the first year and on one day each week in the second year.

The course is designed for officers of Local Education Authorities and other administrative agencies connected with the education service and for those in responsible positions in schools, colleges and other educational institutions. It will include the study of the educational system in the political, administrative and institutional settings, the assessment and use of modern management methods, and the analysis of work and organisations. Some specialisation will be possible in the fields of primary, secondary and further/higher education. Each student will be required to undertake an individual study relevant to the field of administration in which he or she is working.

Further details and application forms obtainable from the Registrar, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL. Early application is advised, preferably by 15 March 1977.

A Government inquiry into how an adequate supply of RE teachers could be maintained was demanded at a conference of religious education specialists last week. BERT LODGE reports

Breaking law with RE 'mish-mash'

Schools neglecting to teach religious education or not teaching it adequately should be reported to their local authority and the Department of Education, a conference of over 300 religious education specialists was told last week.

Mr Peter Lefroy-Owen, joint secretary of the Religious Education Council of England and Wales and head of RE at Heath End Comprehensive School, Farnham, who called on the Education Secretary to define the role of Her Majesty's Inspectors in seeing that religious education was available for every pupil who wanted it.

Earlier the conference, organized by the Order of Christian Unity to examine the crisis in RE teaching, heard Dr Rhodes Boyson, MP, a former comprehensive head, condemn the "sociological mish-mash" which was substituted for religion in many schools.

Lord Longford, who resigned from the Cabinet in 1968 when the Labour Government postponed raising the school-leaving age, said many schools were breaking the law by not providing the legal minimum of religious education. He called for a Government inquiry into how an adequate supply of RE teachers could be maintained. Lord Blake, Provost of Queen's College, Oxford, insisted that without religious education in the Christian sense a child could not begin to understand the civilization he or she was being educated in, and Mr Raymond Johnston, an education lecturer at Newcastle University before he became director of the Festival of Light, maintained that progressive education in its extreme form left little room for religious education.

Mr Lefroy-Owen told the conference that the shortage of qualified RE specialists in schools was far more acute than for any other subject including mathematics, about which so much was heard.

Schools where RE was absent from the curriculum or not adequately included should be located and brought to the attention of the governors, the chief education officer and to the DES, he suggested.

"It would be something practical to bring pressure to bear on these authorities so they know people care about this subject," he said. In a 10-point plan to deal with the crisis in RE teaching, he proposed asking parents what their wishes were, calling on chairmen of local education authorities to explain their policy on religious education and an authoritative survey on how schools provided religious education.

The main problem is that we really have no idea what's happening in RE in schools," he said. He also called on the Education Secretary to ensure religious education was available in teacher training establishments and to make financial provision for teachers who were qualified in one subject but wished to transfer to religious education.

Several recent educational developments had adversely affected the subject, Mr Lefroy-Owen said. A shift by the teacher to a more neutral stance often disguised a humanistic-materialistic perspective.

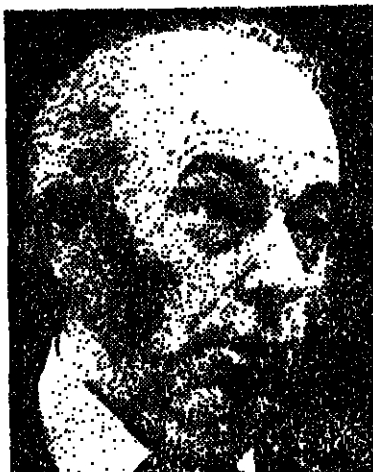
Religious education, he said, had become an extraordinary curriculum. Christianity itself has so often been accused of being "the religion of the school."

Mr Johnston, who had been a headmaster, said that the curriculum was a mish-mash of subjects like RE, the year on, the transformation of a grammar school into a four-year upper school, and a sixth form college. He said that the curriculum was a mish-mash of subjects like RE, the year on, the transformation of a grammar school into a four-year upper school, and a sixth form college.

Further details and application forms obtainable from the Registrar, University of London Institute of Education, 20 Bedford Way, London WC1H 0AL. Early application is advised, preferably by 15 March 1977.



Mr Lefroy-Owen: 10-point plan



Dr Rhodes Boyson: core curriculum



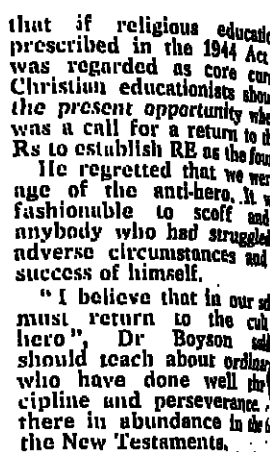
Lord Longford: consolation



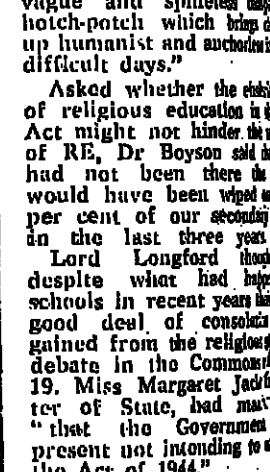
Lord Blake: powerful case

The status of RE teachers had also declined, Mr Lefroy-Owen said. They were expected to teach 600 or more pupils a week with full responsibility for the subject but not the corresponding allowance. Where the subject was taught with others under the name "humanities" the head of the department might not be sympathetic to RE.

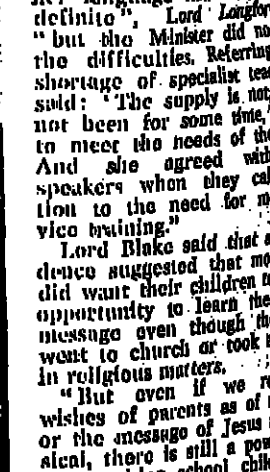
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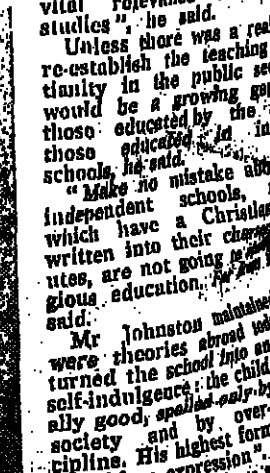
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Lord Blake: powerful case



Lord Longford: consolation



Lord Blake: powerful case

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COURSES

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The course provides a sound post-graduate general qualification and also with certain combinations of options, a good basis for work in educational research.

MSc (Science and Education) COURSE in PHYSICS and EDUCATION

Applications are invited from experienced teachers of physics for a one year full-time course leading to MSc in Physics and Education. The course, which will be taught jointly by the Physics Department and the School of Education of the University, includes work in physics, physics education and science education, and is run in parallel with the MSc in Chemical Education.

MSc in CHEMICAL EDUCATION

This full time one year course consists of three closely integrated components (chemical education, chemistry and science education) and is designed to meet the needs of experienced chemistry teachers.

Closing date January 31, 1977, unless otherwise stated in the prospectus. For further details and application forms for these degrees write to the Senior Assistant Registrar, Room 222, Whiteknights House, the University of Reading, Whiteknights, Reading RG6 2AH.

DANCE IN LONDON

University of London, Goldsmiths' College announces that the Laban Centre for Movement and Dance has moved to its campus. From October, 1977, joint courses are being offered with the Dance Department.

B.A. (HONS) DANCE (CMAA provisional agreement for 1977)

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Vera Richardson, Secretary,
General Office:
Laban Centre for Movement and Dance
at Goldsmiths' College,
New Cross, London SE14 6NW

SCHOOLS COUNCIL DRAMA PROJECT

The Theory and Practice of Drama Teaching
Two-day residential course for teachers 28th/29th March to examine the theory and practice of drama in education, evaluation and assessment, and how drama can be developed in schools.

The Place of Drama in the Curriculum
One-day conference for curriculum organisers 22nd April concerned with the nature and value of drama in education; facilities needed for effective teaching; suggestions for possible patterns of development; drama and implications for in-service training.

Final Conference Schools Council Drama Project
This conference will summarize the Project's findings and conclude with recommendations for the future development of Drama in Education. One day 2nd July.

Learning Through Drama
Five-day residential course 4th-8th July. Priority given to advisers, teacher trainers and heads of departments. Courses to cover: The theory and practice of drama teaching, evaluation and assessment, organizational considerations; implications for teacher training and possible ways for future development. This course will also include a number of American specialists in comparable posts.

Drama Across the Curriculum
One-day conference, 14th July. This conference will consider what drama has to offer across the curriculum: ways in which drama can be used by non-specialists and suggestions for how non-specialists can begin to teach drama.

Further information and application forms from: The Schools Council Drama Project, 12 Laura Grove, London SE14 8NH.

Leicester Polytechnic

DIPLOMA IN EDUCATIONAL STUDIES

Leicester Polytechnic offers two one-year full-time, advanced Courses for teachers leading to the Diploma in Educational Studies of the University of Leicester.

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A Course to meet the needs of teachers in special education.

2. Art Education:
For practising art teachers in general, special and further education.

Further information and application forms may be obtained from the Academic Registrar, Faculty Office, Leicester Polytechnic, Scraptoft Campus, Leicester LE7 9SU.

Leicester Polytechnic

MSc in Chemical Education

This is a one year full-time course for experienced teachers of Chemistry in secondary schools who are usually released on secondment for the year. In addition to Chemical Education, there are also components in Education and Chemistry.

There is a comparable MSc in Physics Education courses for teachers of Physics.

Further details from: Dr M. Hudson, Director of the City of Birmingham Polytechnic, Birmingham B4 7DX

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TES SPECIAL INSETS 1977

A complete list of the special inserts planned for publication in the TES during 1977 is now available from the Advertisement Manager, The Times Educational Supplement, P.O. Box 77, New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

THE TIMES
EDUCATIONAL SUPPLEMENT

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MSc in EDUCATION MANAGEMENT

Applications are invited for the new three year part-time day release course starting in September, 1977. The integrating theme of the course is organizational effectiveness—its diagnosis and consequences for the formulation, determination and implementation of policy, within the educational setting. It is envisaged that students will already hold senior positions in schools, colleges, universities, L.E.A.s and other educational institutions; or that they will be of such calibre that they will subsequently reach such positions.

Applications are also invited for the following established courses:

MSc in EDUCATION MANAGEMENT
(one year full-time followed by one year part-time) focusing on the management of planned change.

DIPLOMA IN EDUCATION MANAGEMENT
(one year full-time)

DIPLOMA IN EDUCATION MANAGEMENT
(two years part-time day release)

The Diploma course offers individuals an opportunity to develop their management interests and skills within a broad based syllabus.

For full information and application forms please write to: Geoffrey A. Wintler, M.A., Admissions Tutor (Education Management), Unit for In-Service Courses, Sheffield City Polytechnic, Pond Street, Sheffield S1 1WB.

ROEHAMPTON INSTITUTE OF HIGHER EDUCATION FROEBEL INSTITUTE COLLEGE

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M.A.(Ed.):

PRIMARY EDUCATION

Applications are invited for admission to full-time (one calendar year) and part-time (two calendar years) courses leading to the degree of M.A.(Ed.) of the University of London.

The main areas of study will be child development and the primary school curriculum. The courses will be held at the Froebel Institute College and will begin in September, 1977.

Applicants should either possess a satisfactory first degree in Education, or be able to furnish evidence of high attainment and breadth of study in an advanced diploma whose components are relevant to the Master's degree.

Full particulars and application forms may be obtained from the Registrar, Froebel Institute College, Grove House, Roehampton Lane, London SW15 5PJ.

COURSES

UNIVERSITY OF EXETER

School of Education

ADVANCED PROFESSIONAL STUDY

Bachelor of Education in Advanced Studies

Applications are invited from both graduate and nongraduate teachers with not less than three years' qualified teaching experience. The course consists of one year full-time study with the completion of a dissertation by part-time study.

The following special fields of study are available: COUNSELLING, CURRICULUM, LANGUAGE IN EDUCATION, REMEDIAL & SPECIAL EDUCATION and SOCIOLOGY OF EDUCATION.

Diploma in Education (Music in Education)

Applications are invited from both graduate and nongraduate teachers with not less than three years' qualified teaching experience for this one-year full-time course, offered jointly with the Dartington College of Arts and based at Dartington.

Full details of Diploma and BEd courses are available from the University of Exeter School of Education, Gendy Street, Exeter EX4 3LZ.

Master of Education

Applications are invited from teachers with at least three years' teaching experience and with either a good honours degree or an Advanced Diploma at a high standard for one-year courses in the following special fields: THE TEACHING OF ENGLISH LITERATURE, THE TEACHING OF MATHEMATICS, THE TEACHING OF SCIENCE, THE TEACHING OF HISTORY, and LANGUAGE IN EDUCATION.

The School of Education also offers registration for the degrees by research of Master of Education (one year full-time or two years part-time) for experienced teachers with good honours degrees or an Advanced Diploma at a high standard for one-year courses in the following special fields: THE TEACHING OF ENGLISH LITERATURE, THE TEACHING OF MATHEMATICS, THE TEACHING OF SCIENCE, THE TEACHING OF HISTORY, and LANGUAGE IN EDUCATION.

Full details are obtainable from the School of Education and Secretary (Higher Degrees in Education), University of Exeter, Northcote House, Queen's Drive, Exeter EX4 4QL.

Applicants for Diploma, BEd or MEd courses who are LEA teachers are eligible for secondment on full salary other teachers may be eligible for grants from Local Authorities.

UNIVERSITY OF BATH

SCHOOL OF EDUCATION

MASTER'S DEGREES IN EDUCATION

Applications are invited from graduate teachers for entry in September 1977 to the one-year taught course leading to the degree of MEd. The course involves modules from a selection including psychology, sociology, comparative education, educational statistics, educational technology, manpower management, ergonomics, curriculum studies, social relations of science, library science, science and nineteenth-century education, and research design.

A similar modular course specializing in management is also available; the modules in this are elements of organization theory, manpower management, and management of innovation, systems analysis in educational management and other educational technology or education and training systems in industry and commerce.

Vacancies will also exist for good honours graduates to pursue research for one year for the MEd degree.

Further details from Miss S. J. Bryant, School of Education, University of Bath, Claverton Down, Bath BA2 7AY.

BACHELOR OF ARTS (Education)

Applications are invited from students for entry in the following year to the full-time course of studies leading to the Bachelor of Arts (Education) degree. The course involves modules from a selection including psychology, sociology, comparative education, educational statistics, educational technology, manpower management, ergonomics, curriculum studies, social relations of science, library science, science and nineteenth-century education, and research design.

Further details from Miss S. J. Bryant, School of Education, University of Bath, Claverton Down, Bath BA2 7AY.

Irish diary

One third see the IRA as men of action

A third of Irish 12 to 16-year-olds favoured violence as a political option, according to a survey published in Dublin this month. And the older they became the more they seemed to favour it.

But 52 per cent of the children questioned—in 1972, when IRA activity in Northern Ireland was intense—were against it. The remainder were uncommitted.

The study, which was carried out by two American political scientists, also found that children in the small towns and rural areas were more likely to opt for violence than children living in Dublin and the larger cities of the south.

Children of farmers and non-manual workers were more inclined to favour it than the children of professional, managerial and manual workers.

Those who supported the IRA most strongly seemed to regard them as men of action in contrast to people who only talked about change. They believed, too, that the objective of Irish unity was sufficient justification for the IRA campaign as a whole.

The authors, who say their evidence is not as conclusive as they had hoped, also found that relatively few children believed the media or big business interests had any group power in society. They overwhelmingly rejected the "economic explanation" which sees the IRA as a result of economic hardship.

The researchers describe as a Hobbesian notion of government, summed up in one 12-year-old's assessment of its role: "If you don't have government, anybody could kill and you could throw litter about and that."

The further from Dublin they lived, the more likely they were to be satisfied with the government, and the older they were, the less likely. Overall, the researchers discovered a lack of familiarity with any of the more complex aspects of government activity.

They conclude, "A sizeable minority of students who do not display a confidence in the system or in their own efforts to change it. They do not exhibit a high regard for democracy. They do not understand group power and are attracted to violence as an acceptable means to the solution of political problems."

Our analysis suggests that roughly one third of the students falls into this category. As a dissident and alienated group, they are a force which must be considered in the process of political decision-making.

Political Culture in Ireland: the views of two generations, by Paul A. Pritzschner and Donald M. Borock, Institute of Public Administration, Dublin, £7.95.

The Irish National Teachers' Organisation chose the formal opening of the academic year last week to attack the Minister for Education for the delay in setting up his proposed Teaching Council, which he announced about three years ago.

One of the reasons for the delay is that the proposal has been overtaken by the need to draft legislation connected with the reorganisation of higher education: not until the new Universities Bill is off the stocks will the department turn its attention to the Teachers Council, the Examinations Council (also announced by the Minister three years ago) and a number of odds and ends which need to be tidied up.

Another reason, however, is the slowness in coming to a decision about the best composition for the council and the appropriate representation from the teacher unions.

The flexing of the INTO muscles in public may be traced, in part, to its dissatisfaction with the original proposal, which would have allowed it only one-third of the teacher seats on the council while its members account for a good 50 per cent of the total teaching force. They are unlikely to be content with a representation which they consider less than due.

Primary teachers, and many parents, view recent reports of research on reading and class size (reported in the TES) with some scepticism, particularly claims that large classes are not necessarily a barrier to the satisfaction of reading skills.

One aspect of the research has been a large number of small schools—about 10 per cent of the total—which have been down or amalgamated in the past decade. It is the pressure to say that the larger, notably those in the north, also had larger class sizes, tended to do well in reading, were more likely to be younger and more energetic.

With classes of more than 30 no means uncommon, one can argue that it is quite possible to reach children to read in a rigidly disciplined and massive with relatively low dual attention. The teachers, which have not and past are in the effective teaching curriculum introduced in the 1960s was designed to reduce.

A recent survey of 1070 teachers, in fact, showed a high level of satisfaction with the new, freer curriculum. There were complaints that academic standards were falling. There was, however, a marked increase in the possibility of implementation of curriculum change to be made.

John

In brief

Arts Minister moves

Lord Donaldson, Minister for the Arts, together with his staff—the arts and libraries branch of the Department of Education and Science—are to move early next year from their office at 38 Belgrave Square to the DES headquarters at Elizabeth House, York Road.

Use of libraries

Loughborough University has been given £23,600 by the British Library for the appointment of an information officer to coordinate and develop activities leading to the more effective use of libraries and information sources by professional and academic workers.

University to expand

Hull University has told the University Grants Committee that it hopes to have 5,770 full-time equivalent students by 1981 compared with the present 4,192.

People

Schools

Mrs Daphne Howard, head of Nantwich Secondary Girls' School, to be head of the new Rine Lees mixed comprehensive at Nantwich.

Mr Peter Holland, deputy-head at Ashdown School, Stockport, to be head.

Mr Herbert Rowell, head of Nantwich Grammar School, to be head of the new Malbank comprehensive, Nantwich.

Mr Geoffrey Sanders, acting head of Culloden primary school, Poplar, to be head.

Mr J. B. Thompson, deputy head of Llanedoch primary school, Hounslow, to be head of Darrell Junior school, Richmond.

Universities

Professor A. Roy Halliwell, department of civil engineering at the University of the West of England, to be chief shore engineer.

Professor James Brown, professor of petroleum engineering at the University of the West of England, to be head of the new department of petroleum engineering.

Dr Bernard Glasgow, reader in pharmacology at Edinburgh University, to be a personal chair in pharmacology.

Dr C. J. Taylor, senior lecturer in a personal chair in forensic medicine at the University of Edinburgh.

Professor Alexander Grant, professor of agricultural engineering at the University of Strathclyde, to be a personal chair in civil engineering at Glasgow University.

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Michael Binyon reports from Washington on what the in-coming president is expected to do for education



Carter pledges his support

America's teachers will be delighted with the victory of Jimmy Carter. For the first time in history, the two major teaching unions, the National Education Association and the American Federation of Teachers—specifically endorsed a Presidential candidate; and his running mate, Senator Walter Mondale, has an excellent voting record in support of education.

Education is never a major election issue, but in campaign speeches Mr Carter never failed to mention it. It only in passing, the importance of raising school standards, reforming the financing of schools and increasing opportunities in higher education.

By contrast, President Ford had a poor record as far as teachers were concerned. He attempted to veto a number of important Education Appropriation Bills on the grounds that they were inflationary, he proposed a budget that cut federal funds for education by several million dollars and he put education very low on his list of priorities.

What will President Carter do? The most dramatic proposal is to appoint a Secretary of Education in the Cabinet. At present education is lumped together with health and welfare in a cumbersome, sprawling department, with one secretary to represent all three.

Teachers and educationists have long called for a separate department to enhance the status and effectiveness of the education sector.

Mr Carter apparently intends to do this. However, enormous bureaucratic obstacles are in the way and some people believe education might suffer if removed from the multi-billion dollar budget of Health, Education and Welfare.

But Mr Carter clearly intends to streamline the many uncoordinated federal education programmes, and to cut out as much government bureaucracy as possible. This would be especially welcomed by higher education, which complains of being almost strangled by government red tape.

Ironically, cutting bureaucracy

has been the top priority of Dr David Matthews, the present LEW secretary. But he is not a forceful personality, and his efforts so far have been thwarted by a suspicious, Democratic-controlled Congress.

"I will treat public education as a top budgetary priority", Mr Carter said in an interview with the official publication of the American Federation of Teachers before the election. "As one of my early major priorities in the White House, I will initiate a full-scale review of all federal education programmes with an eye to making them more effective, and what they were envisioned."

Mr Carter also committed himself to improving the quality of education in schools—a major concern of both parents and teachers. He said American educational institutions were being seriously undermined by financial pressures. The average cost a pupil has roughly doubled in the past 10 years, but most of this increased money paid only for inflation. Two-thirds of America's institutions of higher education were likely to be facing difficulties now or in the near future, he said.

He will reform the way schools are financed and lift the present prohibition on using federal funds to local government for education. The federal share of the education budget is now about 10 per cent. Teaching unions think it should be at least one-third. Mr Carter agrees it should be increased.

Mr Carter also gave specific pledges to teachers. He said it was "a very serious mistake" to evolve national policies without calling on the help of the professionals. There was his justification for teacher unemployment—now a serious national phenomenon at a time of rapidly falling birthrates—especially when Scholastic Aptitude Test scores were falling and top American high school pupils ranked only seventh in scientific knowledge compared with similar students from 19 other advanced nations.

Mr Carter also wants to expand vocational and career education, strengthen the two-year community

colleges, increase the funds available to handicapped children and reform the tax structure so that private philanthropy has a stronger role in education.

Mr Carter's own record as Governor of Georgia is an example of what he wants the states to do. A new programme he passed reduced the pupil-teacher ratio, added several thousand special education teachers to the first three years of school, established programmes for retarded children and provided extra teachers for children needing remedial help.

One area where a Carter Administration promises to do much is adult and continuing education. This is an especial interest of Senator Mondale, who introduced amendments into a recently passed Education Bill which authorized federal grants for the planning and assessment of existing and proposed lifelong programmes in various states.

His amendments authorize the training of adult educators, the development of counselling techniques and a federal clearing-house on lifelong learning. How quickly these will be introduced depends on the new vice-president's ability to influence the timetable.

"Schools do not exist in a vacuum", he wrote just before the election. "The nation's learning system also comprises media, industry, churches, and perhaps most importantly, families. Education is no longer the theory of schooling; rather it is the interweaving of educational institutions with each other and with the world at large."

All this suggests a rededication to education by both the president-elect and his vice-president. Nobody expects the boom years of the Johnson era to return, when education was virtually the top priority of the programme for the Great Society. But teachers and university administrators would be happy for the gains made then to be consolidated, and for enough help to remove the demoralizing threats of financial stringency which are now plaguing all sectors of education.

Blacks catch a bus to Harvard

from Michael Binyon

WASHINGTON When Judge Arthur Garrity issued his controversial order for widespread busing in Boston two years ago, he also instituted something potentially just as sensitive, though less dramatic, which will probably bring greater benefits in the long run to the city's black inner-city schools than whole fleets of bused pupils. This was the pairing of Boston's many universities with the schools to be desegregated.

His plan called on each of Boston's 25 universities to adopt one of the predominantly black high schools, and assign in a whole range of special programmes to give the pupils a better start in life. Not only the universities were to be involved but also banks, museums, businesses—indeed, any important institutions in the community.

"Upward Bound" as the scheme is called, has now been going for a year, and has proved remarkably successful. Deliberately low-key and conducted with a minimum of formal agreement to prevent friction with the teaching profession, it is an essential corollary to busing: education for blacks will be improved not just by seating some white children beside them, but by offering special help in the schools.

A Judge Garrity said, there should be quality education at the end of the bus ride.

Harvard University was assigned to Roxbury School, a large high school in the predominantly black area of Greater Boston and one of the highpoints of busing troubles. The university created a special unit separate from the school of education, and appointed as director a dynamic black sociologist who was already working with Roxbury while completing her thesis at the University of Massachusetts.

Joan Garvey outlined the unit's five-pronged approach. It concentrates on in-service training for teachers, revision of the curriculum, subsidising career opportunities for the pupils and helping poor readers.

Reading is the key component. At the beginning of the year all the pupils are tested, and those with the greatest reading difficulties are singled out. Each is then assigned a tutor from the university, who goes down to Roxbury and gives them intensive private reading tuition at some time during the school day twice a week.

The tutors are all student volunteers. Their selection is essential to the project's success. They are carefully screened to ensure that their personalities, abilities and attitudes will be suitable. About 60 volunteered at the beginning of this year; 30 were chosen.

When the scheme first began last autumn, people wanted to know after a few weeks whether reading test scores had improved. Mr Grant laughed. "This is a long-term thing. The help we give must be sustained over several years." She did not want to create an impression that the volunteers could achieve what the teachers could not. Nor did she want the teachers to feel that the scheme was an excuse.

No university research on the project was therefore allowed. Other than the university, who started besides reading tuition. A parental outreach programme aims to develop more interest in Roxbury among parents. Volunteers go to communities—some of them far from the school—to generate enthusiasm for the scheme's work.

Another project tried to interest pupils in early childhood, getting them to think about the emotional development of young children. This was directed as much at future mothers as those who might want to choose a career in education.

Harvard has been generous in its support of the unit. It pays the salary of Ms Grant and two assistants, but such support could not continue indefinitely, she says. Harvard is a private university, and students who paid high fees did not expect a proportion of the money to be permanently diverted to supporting schools.

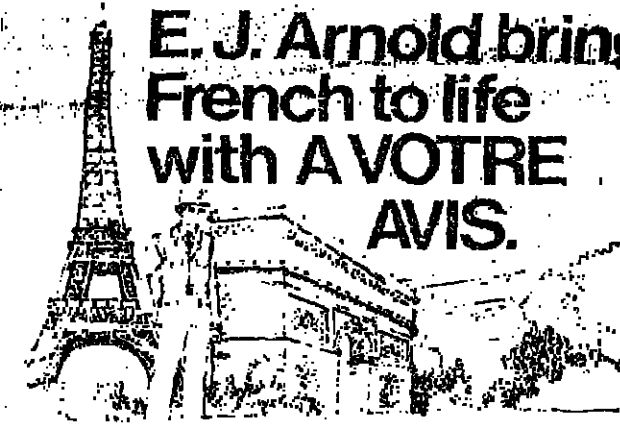
"When this project is over I have two fears: one that universities will be blamed if the results are not spectacular. The second is that the kids will be blamed. People will turn round and say: 'there, you see. Blacks children can't learn, whatever you do for them.'"

In the end, she says, schools can never hope alone to break the vicious circle of poor housing, high unemployment, deprived backgrounds and hence poor educational opportunities.

The problem is made worse when one considers that Roxbury is one of the schools that is most likely to be racially balanced by busing. It now has 515 pupils, of whom 330 are Hispanic, 25 white and the rest are black. It should have another 130 white children, but their parents, who are busing them to other schools, have sent them to private schools.

School buses Boston-style: motor-cycle police escort black pupils to school, October 1974.

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Towards the year 2000—but plenty of obstacles on the way

The Dutch government has produced a controversial plan which charts the country's educational policies to the end of the century. Paul Moorman reports from The Hague

A fierce public debate about plans by the Socialist-led coalition government to introduce comprehensive schooling is now raging here. The debate is being complicated by the fact that most of the country's secondary schools, although financed by The Hague, are owned by the Catholic or Protestant churches.

The comprehensive proposals are part of a wide-ranging, controversial package of reforms which, if implemented, would shake up the whole Dutch education system from nursery school to university level and beyond.

Making compulsory education run from four to 18 and the eventual abolition of the universities as a separate form of higher education are other hotly argued-over ingredients of the package.

Author of the plans is Dr Jos van Kemnade, who is only the second Socialist Education Minister since the party came to power in 1973.

Dr van Kemnade produced a 250-page blueprint for the future of Dutch education to the year 2000. The document, *Contours of a Future Education System in the Netherlands*, appeared in June 1975. It called for a full public discussion of the way education in Holland should develop for the rest of this century. Since then, more than 300 articles about *Contours* have appeared in magazines and journals; and Ministry officials are now processing the 90-plus written representations submitted by interested organizations and individuals. "Mark II" of the memorandum, with the outside opinions taken into account, is due to appear in the spring. Then, it is hoped, work may begin in earnest on implementing it.

Supporters of *Contours* see its main significance in the fact that it has been written at all; although many of the memorandum's ideas have been around for some time, this is the first time they have all been drawn together into a coherent strategy. The past years of discussion have been set, and opponents of change are now having to work within a framework not of their own making.

There is approval on all sides, however, of the way in which the proposed changes have been presented. Earlier this year the Organization for Economic Cooperation and Development carried out a part of its series of reviews of the education policies of member states, an investigation into the Dutch situation.

Significantly, the OECD agreed to look not at present policies or even future plans which had been agreed and were waiting for implementation. Instead, it put the Dutch proposals under the microscope.

Under the *Contours* proposals, the Ministry of Education, Dr van Kemnade has established a reputation as one of the Cabinet's most powerful, and certainly cleverest, members.

He generates an atmosphere of energy and authority, meeting educationists and the press without advisers and preferring to negotiate with a minimum of aides. Officials testify to the endless stream of ideas emanating from his office. Leaving political considerations aside, he is acknowledged to have as detailed a grasp of fact as the most senior civil servants.

It is these convictions, however, which are the key to the man. Dr van Kemnade believes passionately that we live in a society which does not allow for democratic decision-making by ordinary people on matters which directly affect them. Nor would people be equipped to take such decisions if they were suddenly given the chance to do so. This, says the Minister, is because schools do not teach children to be aware of the realities of society and of their role in it.

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(details of which were reported in the TES of July 18, 1975) the division between nursery and primary schools would be scrapped. At present, more than 90 per cent of the country's under sixes attend nursery schools on a voluntary basis before going on to primary education, where they stay until 12.

It is argued that the transition from playing to learning is too abrupt. Integrated schools for all from four to 12 are therefore to be maintained. The emphasis will be on letting each child "do its own thing" rather than aiming to get pupils reading and writing younger.

This proposal is the least contentious of combined nursery, primary experiments are already in existence. Teachers at both levels are beginning "re-education courses".

The main points of the *Contours* memorandum are:

● A new primary school for the four to 12 age group, taking the place of the present nursery school for four and five-year-olds and the primary school for the six to 12-year-olds.

● A comprehensive "middle school" for all 12 to 16-year-olds.

● An upper secondary school for all aged 16 to 18. This would have departments giving academic, middle and lower vocational instruction.

● The coordination of the universities and higher vocational education into a single system of post-compulsory learning.

● Raising the school leaving age to 18.

● The introduction of an Open School, the last link in the educational chain.

Long-term planning in the DES, the Holland report had *Contours* as a "significant European educational event".

The examiners, Professor Maurice Pearson, of Queen Mary College, London, formerly an adviser to Mr. Frentice at the DES and now performing a similar role for Mr. Hattersley at Consumer Affairs, Professor Holmström, Beckers of West Germany, and Mr. Lönnerstam, Sweden, say they "approve very strongly of an attempt to look at an educational system as a whole, and to set a long-term perspective within which individual decisions can be taken".

The Dutch approach is one from which other countries could benefit, say the examiners. "Such issues as dropping out, lack of motivation, selection by social class in grammar schools, low participation of poor children in higher education, social reliance of the curriculum, the correct school leaving age, and the nature and costs of recurrent education are common (to all OECD countries)".

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sity undergraduate courses (more of which later).

Officials at The Hague are believed to have accepted the validity of these objections and to be working on ways around them for publication in the new version of *Contours*. An "upper secondary transitional year" may be introduced at 16 to keep middle school "selection pressures" to a minimum; and comprehensives may run from 11 to 15 to give extra time at the later level.

In addition, the upper secondary schools may have certain common courses for all to help ease the differences between the two stages. Over and above these strictly educational doubts, there is the complex position of the denominational schools in the Dutch system. Two-thirds of all schools are "private" in the sense that the buildings are church-owned and the governing boards have the right, within certain limits, to decide on their own curricula and appoint their own teachers. All such schools, however, are 100 per cent financed by the central government.

The churches are highly jealous of this "freedom of education" and fear that the implementation of *Contours* will end their independence. In particular, they are anxious that comprehensive education will mean the imposition of common curricula. They are very worried, too, by proposals to give the municipalities power to use school buildings for other purposes in the evenings and during the holidays.

Traditionally, the Ministry at The Hague has been a passive department, distributing money, ruling on legal matters and setting minimum standards. But now emphasis is shifting heavily towards a more "constructive" or interventionist stance.

Departments within the Ministry have been reorganized, long-term planners imported and a powerful new support services sector created. A national Curriculum Development Foundation, on which the churches are well represented, is actively working on new courses and "pedagogic centres" giving advice to teachers (almost all teacher training colleges are "private") have been set up.

These developments are seen by the churches as further evidence of the government's desire to centralize education. The opposition parties are also complaining that Dr van Kemnade is trying to "politicize" schools.

The Minister replies that they are already politicized and that when his opponents talk of attacks on the "freedom of education" what they really mean is that he is trying to change the political presuppositions on which schools are based. And this is a charge to which he readily pleads guilty.

Dr van Kemnade told me: "We do not want to dictate the content of the curricula, but we have a duty to lay down the central aims of education."

"We must teach children that society is shaped by people with interests. They must understand that things are not just there—that they could and might be otherwise."

For this understanding to be of any practical use, they must also be taught how to make decisions and shape their views on things that have the possibility of changing society.

Dr van Kemnade places particular emphasis on the creation of an Open School, where adults can learn about society. He points to the pilot project, the *Open School*, where over 10,000 mothers attended classes to learn about abortion, family planning, environmental health and neighbourhood affairs.

This type of learning, he says, is much more important than institutional education. The Open University, which benefits greatly from the media, is a good example of this. And he is scathing about recurrent education. "The most dominant feature of recurrent education is that it is recurrent. It is not a new system of learning."



Dr van Kemnade: architect of the programme.

chance in The Hague says quite clearly that the universities are "sabotage" their plans; at universities, in most languages, are complaining of "bullying" and "showdown" could be made.

The immediate source of the content centres on the plans to cut higher education by cutting the length of a degree course.

At present students can, usually as long as they like, study their subjects. Recently all have been asked to submit plans for streamlining four-year courses to five years. The aim is to cut subjects "in exceptional circumstances".

The result has been that single faculty has produced a four-year course. All have now had at least five years. The Ministry official put it: "The total result, the university attempting to do the job of a high school. Unless they do as we asked, we shall be forced to do it."

The universities fear that autonomy is being threatened. The powerful heads of faculties, in their sphere of influence, are being whittled away. If their sphere becomes optional extra, it will be a disaster. There is fear, too, that jobs may be lost.

The government argues that the universities are the slaves of the budget. In 1975 25 per cent of the national budget went on education and science and of this 10 per cent went to the universities. Projections indicate that the present spending on higher education in 1995 will rise from 10 per cent to 15 per cent of the National Product to a very high 20 per cent.

But the universities are not alone in complaining. They are also complaining about the government's plan to cut the length of a degree course. They are also complaining about the government's plan to cut the length of a degree course.

Not only that, but the universities are also complaining about the government's plan to cut the length of a degree course. They are also complaining about the government's plan to cut the length of a degree course.

As a final indignity to the universities, the government is now trying to force them to accept a single system of higher education. In which the universities would be merged into a single system of higher education.

How many of these faculty schemes will become reality is a question not least asked by the fact that the signs are not all good. The signs are not all good. The signs are not all good.

When meetings of the mediation committee met last week in The Hague, the government was able to present a more realistic picture of the situation. The government was able to present a more realistic picture of the situation.

Italy

Youth jobs scheme aims to help 420,000

from Dalbert Hallenstein

VERONA. Details of a government Bill to stimulate youth employment have been announced. The Bill will be presented to Parliament for debate within the next few weeks.

The Bill recognizes that the problem of youth unemployment has now reached alarming proportions (it is estimated that almost one million young people are now without regular work) and it will therefore seek to stimulate the employment of the young in both the private and public sectors.

Strong emphasis, however, will be laid on encouraging private firms to make more jobs available to the young. The scheme will also give greater incentives to firms and state organizations in the south where 60 per cent of Italy's unemployed young are concentrated.

The Bill hopes to create job opportunities for 420,000 young people; 300,000 of these will be employed in the private sector and 120,000 by state organizations; 400 billion lire (about £286m) will be allocated for the scheme.

For employers in the private sector willing to take on young people between the ages of 15 and 28, financial incentives ranging from 32,000 lire for firms situated in the north and centre of Italy and 64,000 lire for those in the south will be offered.

Pay for young people will be at standard union rates, and special concessions in the field of insurance and pension contributions, which in Italy are particularly heavy for the employer, will be offered.

Employment will last for one year, but further financial incentives will be offered to employers willing to take on young people permanently after the first year. These incentives will continue for two years in the south and for 18 months in the centre and north.

Young people employed under

the scheme will be obliged to attend special vocational training courses during their normal working day. The Bill does not specify exactly what proportion of the work load will be devoted to vocational training, but indicates that the regional governments will be responsible for setting up and running the courses.

To insure that employers do not exploit the scheme by dismissing older workers in order to take on cheap, state-subsidized labour, the Bill stipulates that for every 30 employees in northern or central firms only two young people may be taken on under the scheme, while in the south, for every 20 employees, three young people may be engaged.

In the public sector, young people will be employed for a maximum of two years in state museums, libraries and archives. They will also be employed in roadworks and reforestation and will be set to work reorganizing Italy's chaotic state land records. They too must spend at least part of their work load attending vocational training courses, and will be paid the minimum state contract rates for government employees.

The Bill also specifies that 25 per cent of the new state jobs offered over the next few years must be reserved for young people. Although the Bill has received the general approval of unions and the major political parties, including the Communists, there has been much criticism of the plan from the private sector.

The president of the powerful Turin Industrialists' Union, Signor Alberto Benardi, called it "useless, unless accompanied by a genuine economic recovery". He expressed concern that industry, even with state financial incentives, will not be in a position to take on new workers in the south and a considerable rise in Italy's production growth rate.

West Germany

Plans to ease call-up are deferred

by David Dungworth

Compulsory military service is to continue in the Federal Republic for the time being following President Walter Scheel's decision not to sign the federal government's Bill to revise the existing law.

The proposed changes would have abolished the tribunals which at present decide whether the beliefs of young men who claim exemption on the grounds of conscience are sincerely held. Potential conscripts would have been able to avoid 15 months' service in the armed forces merely by writing to their local call-up office saying that they were conscientious objectors. They would then automatically have become liable to serve a 12-month period of civilian service doing unskilled jobs in hospitals, mental institutions or old people's homes.

Many young West Germans had apparently anticipated that the new regulations would come into force on October 1. In the first nine months of this year 31,822 applied for recognition as conscientious objectors compared with 25,102 in the same period of 1975, an increase of 28 per cent.

The Bill was passed by the Lower House in April but was subsequently rejected by the opposition majority in the Upper House (Bundestag) in June 1975.

When meetings of the mediation committee met last week in Bonn, the government was able to present a more realistic picture of the situation. The government was able to present a more realistic picture of the situation.

This controversial action, the government claimed, was justified because the provisions of the Bill



Fifteen months' service will remain.

Sweden

'Read while you work' drive launched

from Mike Duckenfield

STOCKHOLM. State support to "mini-libraries" in offices and factories is likely to be trebled next year as part of a campaign to promote reading.

First started at a Stockholm paint factory employing 450 people two years ago, the experimental library service has since been extended to cover 58 workplaces and 30,000 workers.

Proposals by the National Council for Cultural Affairs, which distributes state support to the libraries, would mean increasing financial aid to 3.2m Skr (£432,000) in the year starting next July and the expansion of the service to between 80 and 90 workplaces.

Also supported and run by the municipalities, the libraries are part of recently legislated cultural policy to break down the increasing concentration of ownership in the publishing industry, offset sharply rising book prices, and "reach out" to new readers—particularly immigrants, who make up one-tenth of Sweden's population.

The libraries, which consist of portable metal racks containing an average of 450 books, are usually open throughout the work-day and are located near staff canteens. The range of workplaces is broad. In Stockholm, for instance, it includes one of the city's biggest hotels, an electronics factory, a publisher's and a brewery.

No loan cards are needed, borrowers taking out books being trusted to sign loans in and out of a register. Once a week each library is visited by a full-time librarian who checks on the collection. The experiment has been successful with few thefts and an average 10.5 loans a year per employee—a 25 per cent higher borrowing rate than at the traditional municipal libraries.

The biggest demand is for sport, detective and immigrant-tongue books. However, diversity of choice has been wide. Of the 500 books placed at the paint factory, all but nine were taken out at least once during the first year of the scheme.

France

Prospects best for graduates

from Mark Webster

PARIS. Graduates have a much better chance of finding a job than those who are not qualified, according to a report published in the monthly educational magazine *Le Monde de l'Education*.

The report does a lot to ease the anxieties of students and educationists that France has the best qualified jobs in Europe. Figures for 1974 published by the National Institute of Statistics and Economic Studies (INSEE) showed that 6.6 per cent with qualifications higher than a baccalauréat were out of work while the overall figure among the young was 7.6 per cent.

For the first time, too, students from every discipline are affected. Economists and engineers have joined graduates in literary and pure science subjects in the job queues.

What has distorted the picture is that less qualified youngsters seem to be taking to unemployment with alacrity. Figures for 1974 published by the National Institute of Statistics and Economic Studies (INSEE) showed that 6.6 per cent with qualifications higher than a baccalauréat were out of work while the overall figure among the young was 7.6 per cent.

There are two factors which further complicate the picture of graduate unemployment. More are staying on to do advanced studies because the job market looks so bad, and many students make temporary jobs before finally settling on a career.



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LETTERS

Industry is to blame

Sir—I am amazed by the arrogance of John Methven (29). He mentions CBI concern at the lack of public understanding about the role and purpose of industry and its vital contribution to economic and social development. What nonsense. The fact that many able young people prefer an academic or professional career rather than seek employment in industry is not due to any lack of understanding of industry, but the reverse.

As a teacher with 15 years' experience in industry I would unhesitatingly advise any pupil to avoid industry and seek a career in the Civil Service, local government or the teaching profession.

I do not think Methven need look very far for the reasons why industry is so unattractive. Among them are lack of investment by management over many years and our "stop-go" economy with resultant unemployment.

Why should any able young person work unsocial hours in industry or risk unemployment when one can enjoy relative freedom from these evils in an academic or professional career?

Methven has got the cart before the horse. If, as he says, industry has a poor image then the CBI should begin by improving the conditions of people already employed in industry. Maybe then the able school leaver will be inclined to consider industry as a worthwhile career.

BRIAN WATSON,
Alnwick Secondary School,
Alnwick, Northumberland.

Nothing to lose

Sir—I note with interest and amusement Doreen Goodman's letter (October 29) on the sanctity of free periods. When I taught in a comprehensive school, I too lost touch with the education for 16 years and the problem has appeared. I have not had a free period to lose during this time.

I do not complain about this situation, nor do I pretend that it is unique, but I shed few tears for those fortunate colleagues in secondary, and in a lesser extent in junior schools, who do have free periods to lose.

D. MIDDLEHURST,
Beckett ESN (S) School,
Gainsborough, Lincolnshire.

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Make more room for adults in class

Sir—Hartington School, Hullington, is not the only school where mothers are studying with the sixth form (October 29). A scheme of this nature has been in progress at Turleigh Community College, Loughborough, since 1972. At present there are about 20 adults studying with the fourth, fifth and sixth years. The subjects include art, maths, domestic science, history, Spanish, chemistry and biology.

Although in the past students have dropped out I suspect that in most cases this was for personal rather than academic reasons. For a number of years now students at the college of education, a traditional university with the Open University, have been studying for each O level subject, ES for each A

level and half fees for each additional subject. Although every effort is made to include the adults in the timetables, difficulties with timetables and experienced with these are deterring with the assumption that pupils will be on the premises from 8 am to 4 pm which is often impractical for the adults. They can only be accepted with the agreement of the subject teacher and if there is space in the class.

In these times of financial stringency this kind of provision offers a second-chance education to adults at a minimum cost and has positive educational and educational advantages for all the participants.

The teachers benefit from having

the support of an adult in the class. This not only eases discipline problems with younger classes but, particularly in arts subjects, adds a new dimension to discussion. Although often facing personal sacrifices in order to attend college, the keenness and enthusiasm of the adult, and the fact that she comes voluntarily, may encourage school pupils to view their own studies and future in a new light. And the adult student, by studying alongside school pupils, is able to keep abreast of modern educational practice. This must help combat the problems of the generation gap. It is important to maintain an "open door" policy but at the same time there must be a body (like the community education staff

at Bursleigh) who give advice and guidance to prospective students and staff. The adult returners must be made aware, that however steep it was to arrive at the college gate, this does not automatically ensure an examination pass. They must be directed to the broader issues of study as personal development.

If most secondary schools in the country would offer places to so many adult students the numbers engaged in adult education would swell considerably at no great cost effort and time.

MARY HUGHES,
Community tutor,
Turleigh Community College,
Loughborough.



Grammar as she is spoke

Sir—As the present chairman of the National Association for the Teaching of English, I would like to make two points in reply to David Walker (October 22).

The fact is, all children do learn the basic grammar (and syntax) of their mother tongue well before they reach the secondary schools. In my view, the research which shows that children learn the basic structural patterns of their own language in speech by the age of six.

The key word is of course using—and there is a distinction here with which the Bullock Committee made much valuable clarity in their report: that children develop their language ability in their mother tongue by using that language for a wide variety of purposes, which are crucially important to them, such as establishing relationships with other people, or discovering more about themselves and the world they live in, by giving shape to their own experiences in their own language.

In addition, as the Bullock report pointed out, there is the study of language, which which Mr. Walker and others are so vociferously concerned with. This is the study of the language of new languages, with which children at the early secondary stage are usually totally unfamiliar.

It is in the learning of foreign languages in this context that a conscious manipulation of grammatical and syntactical patterns becomes necessary. There is a need in the process of learning a foreign language to be able to distinguish between parts of speech and between tense and voice and so on. This children who become fluent in a whole new language find necessary. The language features which they have never learned previously in the acquisition of their own tongue. Thus the explanation and explanation of these patterns and explanation of these patterns in French or Latin or any other foreign language lessons—Mr. Walker has found.

My own understanding of grammar and syntax came from my own mother tongue. I learned it through the struggle to learn such new languages. The occasion when we were required to learn verbs and analyse clauses in Latin lessons. I remember vividly occasions of punctuation and syntax. They certainly did not extend my ability to do so. I am sure that the same applies to the study of grammar in any other language.

PAT DANCY,
King's Walk, Malmesbury, Wilts.

Broadcasting at the core

Sir—The Schools Broadcasting Commission, which was set up by the Schools Broadcasting Commission, has been asked to produce a report on the state of schools broadcasting in the country.

One major physical impediment to schools broadcasting is the lack of a central recording agency. This is the lack of a central recording agency. This is the lack of a central recording agency.

By virtue of a considerable radio and television plant has already been set up in schools. But much more needs to be done if a central recording agency is to be effective in the way it is to be used.

I have suggested. The message we are now is the message.

K. H. BURNETT,
17 Kingsway Road,
Harrogate, Yorkshire.

Popular maths

Sir—An attempt has been made to make mathematics more popular by the use of the word "maths". This is a mistake.

Mathematics is a subject which is not popular. It is a subject which is not popular. It is a subject which is not popular.

Mathematics is a subject which is not popular. It is a subject which is not popular. It is a subject which is not popular.

Mathematics is a subject which is not popular. It is a subject which is not popular. It is a subject which is not popular.

Poor science is no joke

Sir—I enjoyed John Hipkin's joke about science enjoying a central place in the English secondary curriculum (October 29). Few pupils are compelled to study the sciences after the third year, and even during the first three years, the three sciences together rarely enjoy an allocation of more than four periods weekly out of 35 or 40, and in some cases very much less than this.

It is no wonder that the quality of science teaching leaves something to be desired. Today's science, essentially a practical subject, is still taught in full classes, like non-practical academic subjects, whereas craft and housecraft are taught in half classes. In some schools, in particular in middle schools, the areas set aside for science, and the equipment provided, are woefully inadequate, and there are too few teachers with any scientific knowledge or understanding.

Perhaps HM Inspectorate should look at educational administration, particularly as regards the design of schools and the way resources are allocated.

I am biased, of course, being a science teacher.
A. D. PHILLIPS,
Ilkley, West Yorkshire.

Avon cuts 'are no accident'

Sir—On behalf of all those employed in the Avon education service, may I congratulate your reporters on their account of the corporate management dispute in the Avon area. The considerable damage being done by the increasing domination of education by the resources and personnel committees has led to an enormous disquiet.

We can hardly regard as accidental the simultaneous emergence of the county treasury's control of educational decisions, and the rapidly escalating cuts in the service. We have been told that we face a cut of £1.9m in 1978-79, and a further £2.5m in 1979-80.

It is a question not that the damage done by these cuts will mean the virtual collapse of the Avon education service. Courses will close, and the number of teachers will be reduced. But the damage will be done by the loss of the Avon education service.

What a sick irony that the Prime Minister should deliver his assault on the weaknesses in the education system, at the very point when the education finance policies of his Government, so enthusiastically endorsed by Avon County Council, are making his predictions a certainty for the future.

Our future, along with many others, is demanding an inquiry into the corporate management system in Avon. We want it because we know it will show, not just a bureaucratic junta in control of the Avon education service, but also a deliberate destruction of the notion that educational decisions ought to be guided by educational reasons.

MARTIN BARKER,
Secretary,
Avon Polytechnic NATFHE.

Mendel meddled too

Sir—Cyril Burt and I. Q. This is not the first time that a researcher has been criticized for "improving" his results. The same allegations were made, and substantiated, against Gregor Mendel. And there are his theories now?

JOHN BAUSON,
5 Langford Road,
Edgware.

Galton found out?

Sir—The surprising revelations about Professor Burt raise important questions about the concept of regression to the mean. This is Galton's discovery and the inheritance of intelligence.

It is to be found in the inheritance of intelligence. It is to be found in the inheritance of intelligence.

It is to be found in the inheritance of intelligence. It is to be found in the inheritance of intelligence.

It is to be found in the inheritance of intelligence. It is to be found in the inheritance of intelligence.

LETTERS

Let them drop French if they can't cope

Sir—Michael Buckley (October 29) says the teaching of languages is in a deplorable state. If this is true, there are two reasons: secondary reorganization and ill-conceived advice from so-called experts in universities and colleges of education.

To do away with written exercises and tests, as Mr Buckley advocates, would not only deprive the less academic children of the satisfaction of doing something which they can actually get right, but would also go a long way towards achieving that very thing which he regards as the greatest danger, the abolition of A level courses in languages.

May I suggest that he has got it the wrong way round? He assumes that writing things down in a foreign language is a thing which pupils find difficult, but speaking it is easier, therefore we must abolish, or drastically reduce, the former. But in fact nearly all pupils can complete simple written exercises and tests in which they have time to work things out at their own speed. What they find difficult, in some cases impossible, is actually to say something in a foreign language.

Faced with the necessity of

producing an immediate verbal response, many of the less-gifted pupils, are extremely embarrassed, hesitant and perplexed. This is the experience which they find painful.



Oral or written: which is better?

and which persuades many to opt out as soon as possible. If they are deprived of the reassurance of doing reasonably well in their written work, many more would do so.

Mr Buckley says that writing in a foreign language satisfies none of the educational criteria which he mentions. But which linguistic skills will pupils actually need when they leave school and get a job? If this job has anything to do with administration, management or commerce, then they will no doubt be called upon to understand foreign correspondence and compose suitable replies.

He goes on to say that languages are taught in a cumulative way, and because most pupils are not capable of absorbing knowledge in this way, we must therefore change to modular methods. How often have we heard the cry: "You must change your methods. Then everybody would be able to do French!" Rubbish. It is not the methods which are difficult, it is the subject itself. The hard, unpalatable truth is that languages are extremely difficult, probably the most difficult subject on the timetable, and if children find that they cannot cope, then they would be far better off doing something else.

D. H. GRAHAM,
10 Bridge Path,
East Boldon,
Tyne and Wear.

Writing beats the boredom

Sir—I agree with Michael Buckley that language teachers are becoming increasingly under pressure to justify their methods and to explain the general lack of popularity of foreign languages in schools. But I cannot agree with him when he says that writing in a foreign language does not meet the three criteria: being useful in real-life terms, attainable, and educationally valid for most of our school population.

I have been a teacher of French and Spanish in comprehensive schools for the past five years. Having wide experience of teaching English as a foreign language, where the teaching is almost totally oral, I have made several attempts to teach entirely through listening, reading and speaking. I am convinced that writing in a foreign language is important for the following reasons:

The pupils, used to writing in all other subjects, had less respect for one where they only talked, and they found it very difficult to remember things without writing them down. In classes of 30 pupils, 28 got very restless while two are struggling to speak; writing is essential in a mixed-ability class where the pupils work at their own pace.

An unrelieved diet of question and answer, oral drills, even classroom cafes, railway stations or bakers' shops soon become tedious for teachers and pupils. Finally, writing is very important to those pupils who have pen-friends.

Mr Buckley says that reading, listening and speaking meet the three criteria quoted above. So they do. But when the pupils have read and listened, how can you tell if they have understood? Let them speak. By all means. But doing each exercise or passage entirely orally takes a lot of time; it cannot be done. It is not possible to do so. It is not possible to do so.

Mr Buckley's language teaching centre and does a mainly oral O level. But end-of-term examinations are all written because there is not time or room to give each candidate an oral test.

MICHAEL J. NESTOR,
86 Coventry Road, Bedford.

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Our Elsie's war

Tony Howarth
on the British under stress

Living through the Blitz. By Tom Harrison.
Collins £5.00. 00 216009 9.

I've never quite got over the Germans trying to kill me. It was 1941 and we were in our Elsie's cellar in Broom Close, Sheffield. Mum and Dad were there, and Uncle Ted and cousin Renee. After one of the raids Dad took me out to see the Moor on fire. I was three at the time and was to spend the rest of my childhood in a Sheffield that Hitler had knocked about more than a bit. Thirty-five years on, my only quarrel with *Living through the Blitz* is that the late Tom Harrison mentioned Sheffield only once in 366 pages—so dismissing the extraordinary story of my escape from the Fuhrer in one line.

Harrison was a co-founder of Mass-Observation in 1936, accompanied a mobile MO unit to repeatedly blitzed cities in 1940 and 1941 and described himself as perhaps "the most widely blitzed civilian in Britain". As a veteran of the London, Coventry, Southampton, Plymouth, Birmingham and Liverpool campaigns he could have written, as many had done before him, an "I was there and can remember every detail like it was yesterday" story of one civilian's experience of total war.

Instead, and to our great good fortune, he saw his opportunity as Director of the Mass-Observation Archive at Sussex to use the MO material on the blitz as a coherent whole and to construct from it as near an objective history of people at war as we are likely to get. His *Blitz*, early this year, is a remarkable achievement. It is not a mere collection of anecdotes, more than 50 years beneath a gloss of invention, legend and, in some instances, fiction—not many heroes, few cowards, some "don't knows", a few "don't cares", the occasional hypocrite, and pompous bumblebum in office.

In his introductory chapters Harrison sketches the outlines of government policies to prepare for the holocaust. The influence of Douhet and of other foreseers of Armageddon was pervasive. "In 1937 the Committee of Imperial Defence expected

1,800,000 casualties (of whom one-third would be dead) in the first two months of war. The Ministry of Health computed that it would need to provide 2,800,000 hospital beds. The Home Office laid the hypothetical corpses heads to toes, worked out that they would require 20,000,000 square feet of timber for coffins, decided that was unacceptable and turned instead to plans for burning with lime in mass graves.

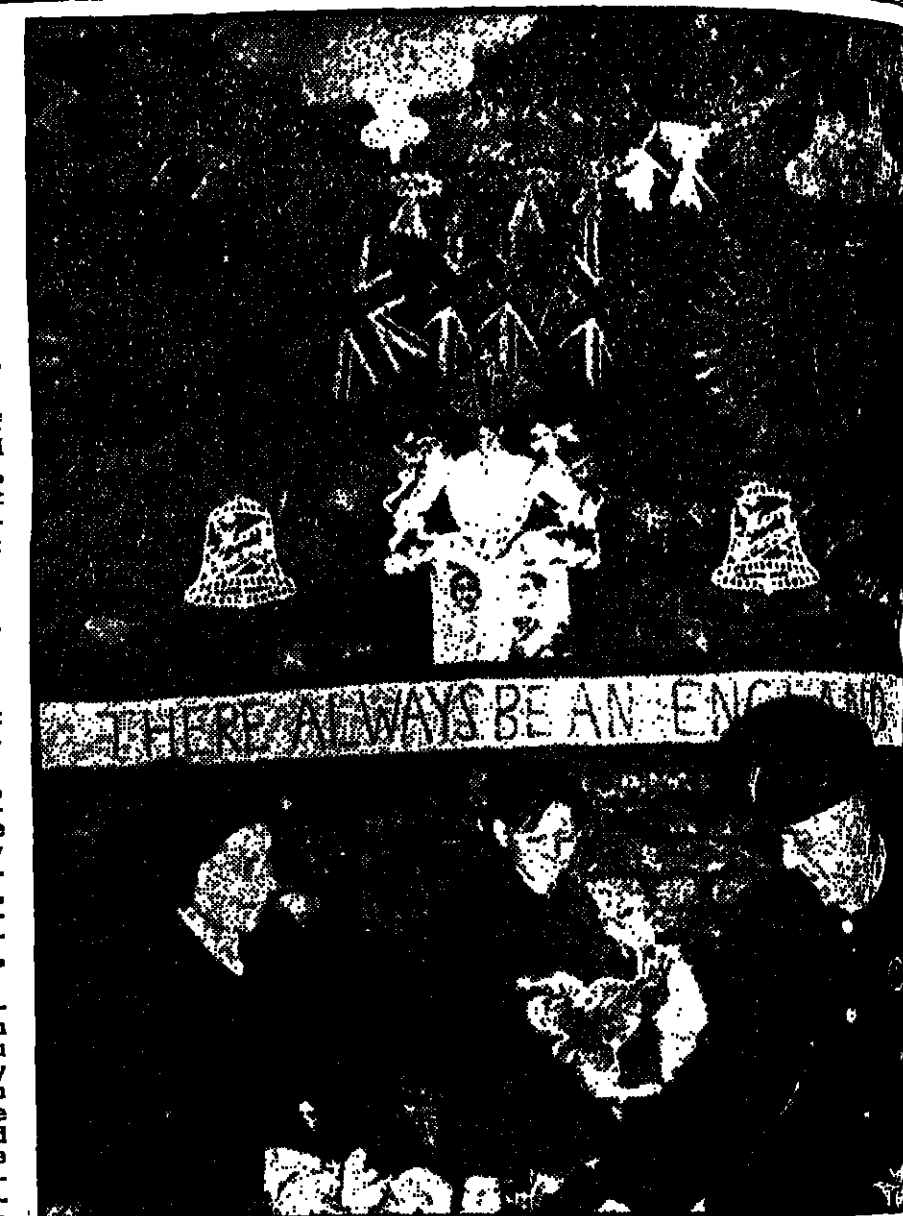
The masses who were left alive would, of course, panic. In political and intellectual circles, from Churchill to J. B. S. Haldane, opinion was nearly unanimous—whether it arose from sympathy or contempt—that civilian morale could not withstand the assault of a bombing war. Richard Timmins later described how these arguments affected the creation and development of the wartime emergency services. Harrison's work clearly shows how the emphasis on preparation for death and destruction on an immense scale diverted official attention away from the need to care for, advise, shelter and comfort those who were left alive—who turned out, in the event, to be the majority of citizens.

So, living through the blitz, when it came, was mainly a matter of self-reliance and improvisation. In the background were the ARP, the Regional Commissioners (largely ineffective), and the "Relief in kind" Committee which at first looked upon its clientele, bombed-out survivors, with all the benevolence of the old Poor Law. In the foreground were the priorities of self-protection, food and sleep at nights.

Perhaps the widest gulf between government and people was that which arose from the phenomenon of "trekking". When provincial cities were subjected to nightly raids, citizens left their homes in thousands to seek a safe night's sleep in the surrounding countryside (Londoners had their own variants of this behaviour). The government disapproved—interpreting "trekking" as a symptom of lowered morale—and made no shift to help the people who took part in it. In one of his few entries

hundred thousand (which didn't happen) with its indifference towards the reality of daily migrations from and into bombed cities. Instead of openly lowering their morale by going crazy, he wrote of the trekkers: "they went privately to what was felt as fuller safety to sleep by night. This tendency was not anticipated and therefore not acceptable."

It is difficult to do full justice here to a book which records the behaviour of many people under stress. It is a gentle, honest work, sensitive to old wounds and even to some of the old reputations it deflates. It will



An illustration from "Keep smiling through", by Susan Briggs (Penguin/Collins)

to read with pleasure, and maybe some antipathy, in Coventry, Southampton and Plymouth. Because it doesn't cover every town on which bombs fell and every citizen who heard the sirens, there will be some disappointment.

If the will to survive was the paramount passion, the desire to let others know one had been through it was very strong. Although the raids on Plymouth in March-April 1941 were reported on the radio, the local MP, Lady Astor, subsequently criticized the "Ministry of Inflammation" for the way it underplayed the attacks in the BBC news.

It is no surprise to learn that people wanted their experiences to be known, velled at and set down in the record. This was not yet Churchill's war, as it was not yet Montgomery's or Tommy Blundell's, or Monty's or Tommy Blundell's, was at the time of the blitz on Plymouth, as much as anyone's. She did her bit on Sheffield, and later her only bit on Lancaster or Darmstadt. She survived, not greatly helped by official record or since. It is good to know that record of many like her has survived, and that of 30 years of propaganda and cliché.

Doing evil

David Wright on Ezra Pound

Ezra Pound: The Last Roman. By C. David Heyman.
Faber £5.95. 571 10782 6.

A great man brought down by the defects of those qualities that raised him; Pound's life fulfils the requirements of classical tragedy. To quote one of the last of his fragmentary *Cantos*, the story is "Of him seeking good/doing evil".

But, as the book's subtitle suggests, Pound's life was not a simple story of good and evil. It was a complex, often contradictory, and always fascinating, journey. Pound was a man of great talent, a brilliant poet, a brilliant critic, a brilliant man of letters. He was a man who had a deep understanding of the human condition, a deep understanding of the human mind, a deep understanding of the human soul. He was a man who had a deep understanding of the human condition, a deep understanding of the human mind, a deep understanding of the human soul.

It is a pity that Pound's life was not a simple story of good and evil. It was a complex, often contradictory, and always fascinating, journey. Pound was a man of great talent, a brilliant poet, a brilliant critic, a brilliant man of letters. He was a man who had a deep understanding of the human condition, a deep understanding of the human mind, a deep understanding of the human soul.

lashed himself as the finest poet of our time. They set the scene for the drama. They posed, and partly answer, the question why so incisive and wide-ranging a mind should spend years propagandising Major Douglas's Social Credit economic policy (twentieth-century propaganda, according to one of the leaders of the movement); back Mussolini, compare Hitler to Joan of Arc, gabbie endlessly about Kikes, Jewspapers, Jewswelt, and Siskle Rosenstain; utter such manifest rubbish as "Mussolini and Hitler follow through magnificent intuition the doctrine of Confucius, King Victor Emmanuel is a Confucian monarch" and worse; far worse. To what end? Even the Italian propaganda authorities thought Pound insane.

It seems clear that from around the beginning of the thirties till the great silence fell, Pound was paranoid. As early as 1934 James Joyce, convinced that Pound was "mad" and "genuinely frightened of him", would not meet him alone. But what drove him to this? Was it the loss of his sanity, or was it the loss of his mind, or was it the loss of his soul? It is a question that has haunted readers of Pound's work ever since.

For the poet, the loss of his sanity was a tragedy. It was a tragedy that had a deep impact on his work, on his life, on his soul. It was a tragedy that had a deep impact on his work, on his life, on his soul.

totally divorced from reality; so no one told him anything. Whyham Lewis called him a "paranoiac" and a "madman". He was a man who had a deep understanding of the human condition, a deep understanding of the human mind, a deep understanding of the human soul.

Yet—this is the paradox of Pound—he suffered no impairment of his sanity. In the cage of his mind, he was a man who had a deep understanding of the human condition, a deep understanding of the human mind, a deep understanding of the human soul.

The ordeal had been terrible, but it had been a necessary ordeal. It was a necessary ordeal that had a deep impact on his work, on his life, on his soul. It was a necessary ordeal that had a deep impact on his work, on his life, on his soul.

The politics of nature/nurture

Steven Rose on a new popularization

Who Do You Think You Are? By Oliver Gillie.
Hart-Davis, MacGibbon £4.95. 246 10836 3.

My heart sank at the jazy title and the blurb's list of controversial questions: "Is smoking hereditary, and do the Irish really drink more?" I feared another book full of the morality of genetic engineering, amniocentesis and cloning. I was wrong. This is the best account for the general public of the scientific issues raised by the current round of the nature/nurture debate—and the politics which lie behind it—that has appeared on this side of the Atlantic. Dr Gillie is that rare bird, a popular science writer who retains his capacity to sift scientific evidence, criticize shoddy work, come to firm conclusions, and eschew the wilder reaches of science fiction. He is prepared to recognize that it is not merely that "objective scientific research" has such implications but also that such research is not value-free but reflects the concerns and expectations of those who fund and perform it.

Beginning with the barest of accounts of "how genetics works" (perhaps too brief for the completely uninitiated to follow the details of some of the inter arguments) and a history of two of the most notorious of past episodes in political genetics, the Lysenko affair in the Soviet Union and the Nazi eugenics of the thirties and forties, he reviews the recent claims of "hereditarians" that many human attributes are largely fixed by inheritance and are capable of only minor environmental modifications, including sexual behaviour, crime, health and intelligence. The claims made by hereditarians in all these

cases fall into a consistent pattern; that human variation is born, not made. Thus innate differences in behaviour, whereby men have "executive" and women "secretarial" genes account for male social dominance; gay people have a genetic disposition towards homosexuality; crime is caused by an abnormal genetic constitution, such as the presence in some men of an extra Y chromosome; lung cancer is not caused by smoking but by an underlying genetic predisposition both to smoke and to have cancer; people are schizophrenic not because of their family environment but because of disordered brain chemistry resulting from a faulty gene; blacks, Irish and the working class as a whole score lower on IQ tests than do whites, English and the middle class, not because of the nature of the tests themselves, or because of poorer schools or any of a multitude of relative deprivations, compared with white middle-class expectations, but because they have genetically inferior brains.

Dr Gillie goes through each of these fashionable claims in turn, reviewing the evidence, demonstrating (perhaps rather too often asserting) the fallacies on which the genetic arguments are based, and reconstructing a sane environmentalism.

I agree with most of his conclusions and I admire his capacity to present them fairly but strongly in a generally accessible style. However, there are limitations to the book which must be emphasized. First, he has sometimes dealt in assertions rather than evidence, even where the evidence is not as unequivocal as he would have us believe. One reason is that he is often content to debunk one expert (for instance Jensen or Eysenck) merely by appeal to the authority of another (e.g. Kamin [not Karlin

as it appears in the book] or Lewontin). This is unfortunate, as it reinforces the tendency to view the battle as the clash of scientist with scientist, and reinforces the expert-critic image which he wishes to diminish. In some cases he overstates the "purely social" case; for example, he rather uncritically applauds Bateson, Laland and their followers. In others he is guilty—perhaps subconsciously—of putting down; he describes the Science for the People Group that opposed the XYY-criminology screening work in Boston as composed of "young" scientists—their average age would be, I guess, in their upper 30s and their central figures, established members of the professoriate.

Finally, two more substantive points. In a book of this type, which discusses the evidence for "race differences" among humans, it is vital to provide definitions of race in both the biological and social senses of the term, not to do so is to risk falling into the water trap as Jensen or Eysenck. Yet Dr Gillie plunges straight into a discussion of race differences without a pause for reflection on this question. And, most seriously, while I cheer his discussion of the political framework which supports the views of protagonists in the hereditarian controversy, he nowhere addresses what to me is one of the central questions: why do these particular hereditarian views emerge at particular historical periods; why is there a strong neo-eugenicist trend now as there was in the twenties and thirties, and how does this present trend reflect the social conflicts of contemporary British and American society?

None the less, for anyone studying or teaching in the areas of "science studies", biology or education there is, I believe, no better introduction to the genetics controversies than Dr Gillie's book.

The determined rule

John Vayzey

The Power Game. By Jock Bruce-Gardyne and Nigel Lawson.
Macmillan £7.95. 333 14123 7.

The authors of this book are both distinguished journalists and politicians. Mr Bruce-Gardyne having been a Conservative MP for 10 years, and Mr Lawson being a Conservative MP at present. They are both highly articulate, interesting and objective students of the situation.

They have taken four decisions by Government and seen how they were arrived at. These concern the building of Concorde, the two attempts to join the Common Market in 1961 and 1967, the abolition of Rationing and the abolition of the lead up to devaluation in 1967.

What they have sought to do, by reference, to published documents, but above all to a whole series of off the record interviews with people of various degrees of intimate acquaintance with the decision, is to find out what were the forces which were brought to bear on each case.

There is no general solution. They indicate that in the end it is a kind of determination which wins through. Sometimes a determination by the Prime Minister, sometimes a determination by the part of civil servants or a departmental minister, or even by outside pressure groups. They show how Concorde, for example, rose from the determined efforts of a small research group which sold its ideas to the aircraft industry and then pushed ahead through the Ministry of Aviation and landed the country in the appalling expenditure which has had to underwrite for this barny project. On the other hand, Rationing, which represented the determined attempts over years by the

Board of Trade to introduce competition into the British economy, and the conversion of Mr Heath to this view during his period of office.

What the book does is to show both the diversity of pressures on any general principle as to where power lies. This is interesting, because it has seemed increasingly to me that power lay almost wholly with the civil service and that ministers had become tools in the hands of the civil service. Mr Bruce-Gardyne and Mr Lawson would not, I think, share this opinion. Furthermore, the Treasury comes out as relatively weak, and the Foreign Office as particularly strong.

This is also interesting, since the major constraints on British policy are economic and not international, and one would have supposed that the Foreign Office would have diminished in importance while the Treasury would have become even more powerful than it was.

Certainly, if the studies here were extended to those major decisions in education which have been taken over the past 10 years, I would have supposed that the influence of Mr Crosland and Mrs Thatcher in increasing the numbers undergoing teacher training, and Mrs Thatcher's enormous success in gaining additional resources for education, particularly to meet the cost of raising the school leaving age, would show the power of a departmental minister, while certain other aspects of educational policy would show the strength of departmental "tradition" which seems to dominate weaker ministers, and in particular completely to dominate the junior ministers of the Department. It would, again, be interesting to see traditional modes which might support this view.

Self study

Seamus Hegarty

Doing Field Research. By John M. Johnson.
Collier Macmillan £5.95. 274 27599.

This book is not about field research so much as the author's journey in self-awareness while engaged in research into social welfare practices in California. He discovered many useful things—for example, that researchers have feelings and these can intrude on an investigation, that the quality of field notes can depend on the quantity of alcohol consumed, and that what people are prepared to tell you depends on how much they trust you.

If one can overlook the silliness, there are some useful ideas to be found. Research reports do contrive to present the investigation as an exclusively rational affair even when this means taking liberties with the facts, and it is salutary to have an explicit account of this.

The perspective is not the general one of the sociology of knowledge but the more immediate one of practical dealing. For example, his own research focused on social welfare because of personal contacts in the welfare agencies: which gained him entry, rather than any particular interest in welfare, or conviction that it was a problematic area.

There is no harm in pointing out that these observations apply far more to the participant observation espoused by the author than to the traditional research methods found wanting by him.

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School meals and catering

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More than a matter of taste

By Joan Halsall

Man owes the distribution of his species over the face of the earth to his ability to prosper in a great variety of environments—even in areas of positively hostile circumstances.

By far the most important element in the food supply, the sophistication of societies is a direct result of variations in the quality of basic food. Improvements in the diet so called primitive races are followed by improvements in both physical and mental development.

Man has to eat to live but even in the most uncomplicated social organizations the pleasures of eating are emphasized by special dishes. These were often delicacies associated with special events or seasons—weddings, Christmas cakes, soul cakes, Christ- mas cakes, and so on.

From early times travellers were responsible for introducing food from distant places which then were regarded as essential additions to the common diet.

In the middle ages spices from the Far East made more attractive the monotonous, and often nearly inedible, winter meal supplies—im- proved, preserved. The potato, introduced by Christopher Columbus, became a staple food of the Irish in the nineteenth century potato famine killed off a large number of people.

Other examples were the introduction of tea and coffee. Tea was once so expensive that it was kept in locked caddies (shades of Cran- ford) and now it is the habitual drink of the poor. Coffee-drinks caused a minor social revolution, the establishment of coffee shops—the centres of political intrigue.

In this country before the en- closure movement and the Industrial Revolution the diet of the majority of people was nutritionally sound. They ate their own food supplemented by poultry and pigs which grazed on common land. They provided honey and the fruits of the countryside were available for the picking. Even large towns such as London were well supplied by market gardens and farms on their borders, al- though the poor, as always, were at a disadvantage.

The Industrial Revolution saw a great change in the organization and pattern of food supplies. The enormous increase in the number of city dwellers had a two-fold effect. There was not only a great increase in demand for food in cities, but

also simultaneously a decline in the number of people to produce it. The quality of the city dwellers' diet declined, particularly in the amount of meat and poultry and vegetables consumed. Many people existed mainly on bread. More legislation was needed to prevent the con- tamination of food and drink.

Increasing average income has undoubtedly been an important factor in changing patterns of demand. Foods associated with status and special occasions have become part of daily life—poultry and steaks are good examples. The consump- tion of cream, butter and other foods once looked upon as luxuries, has increased markedly over the past 20 years.

Advertising in the media and the glossy magazines has been a strong factor in the increased consumption of manufactured, made-up dishes. This also ties up with social and economic changes which have taken cooks out of the domestic scene into factory and office, cut down the time for meal preparation, and made convenience foods more attractive.

The advent of television has also had a fundamental effect on eating habits, bringing with it the tele- vision snack, hastily prepared and served in the home. The power of advertisement is no way more clearly illustrated than by the breakfast cereal. Physiological needs dictate some readily available energy food to break the night fast. Why else would we start breakfast with a starchy sweet food, but have this as a second course with other meals?

Porridge or bread or milk must have been the traditional breakfast for many generations but the con- venience value of Force and Grape- nuts was instantly recognized when these products entered the market after the First World War.

The past 50 years have seen the introduction of a wide variety of cereals all claiming their superiority over others. In the general decline of the breakfast habit, cereals still remain the most popu- lar dish. Hard on their heels come Heinz beans, fish fingers, meatballs, and potato crisps.

All these products provide nour- ishment—as evidenced by the infor- mation on the packets—but there is something really wrong with a national diet which produces so many cases of obesity, dental caries, and children living on a restricted diet of chips, beans and coffee.

Does the education system have a part to play in this? The school meals service is designed not only to provide a nutritious diet, but

also to widen the children's experience. Can bad habits be traced to patterns in early childhood, to parents unwilling to exert discipline, or who lack basic knowledge—or the initiative or the time to introduce some spirit of ad- venture into meal times and who opt out for a peaceful life?

The average carbohydrate content of a school dinner is modest com- pared with the content of many alternatives sought by children. Financial considerations are only ones which limit the fruit content of the diet and which also determine the main structure of the meal. These financial considerations at the present time are giving rise to considerable concern as econo- mies are being sought within the service.

The national level of food costs operating in the school meals service cannot stand much more erosion without it becoming impossible to provide anything resembling a main meal—there is little margin above bare subsistence level. Those authorities which have previously operated at cost above the average and who are now seeking ways and means to fall into line are, in fact, ensuring that the average cost will be still lower in future. There will be little inducement for the worst to improve.

There are of course, other areas of the education system which could make a contribution. The home economics sessions could lay more stress on the need to widen food horizons. There are numerous ways in which food can make a contribu- tion to other subjects, such as his- tory, geography, science, mathema- tics, art, and literature for example.

Surely nutrition and taste de- velopment has some importance in social education? Restrictions in the domestic budget brought about by inflation make them even more im- portant. Every child should have an opportunity to appreciate the value of owning a deep freeze. This not only allows more economic purchases of larger quantities of food, but also means dishes can be made up at a more leisurely pace using basic ingredients, which can then be cooked quickly later.

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Customer service at an Essex school.

Course menu planning

Staff training in Staffordshire. By Jenny Gairns

Staff training plays an important part in the future of the school meals service. Manpower resources may be difficult and in order to get full potential from staff they must be accomplished in many skills and techniques. A definite training need exists to enable staff to adapt to new developments in education catering. The era of convenience foods, cook freeze, new equipment and financial restrictions is with us, so we have to train accordingly.

Most authorities have had school meals training schemes for many years. In Staffordshire training has developed in the past 20 years from its beginnings in a section of a central kitchen to what there is today—two purpose-built training kitchens, one at Lough and one at Stafford. Training personnel also visit outlying centres to train staff who because of transport difficulties cannot get to the training kitchens.

All newly appointed staff in charge of kitchens have to attend a basic five-week course before taking up their appointments. This course covers all aspects of a super-

visory post in the school meals service, including basic cookery, nutrition, menu planning, bookkeeping and kitchen organization. Assistant cooks also attend these courses, generally within two years of appointment. Most authorities with training schemes run similar courses.

Other courses held at the training centres include a two-week kitchen management course for staff in charge who have been in post for a minimum of two years. This course covers mainly management techniques, costing, recipe development and interviewing techniques, and is designed to make the supervisor more aware of the importance of his position in the service.

Practical courses for general kitchen assistants are also held, the main emphasis being on the development of craft skills to enable the staff to take a more active part in the preparation of the meal and so elevate them from the tedium of unskilled and cleaning duties.

As the need arises one-day courses are arranged. Recently a number of one-day courses on bread-making have been held to raise the standard

of alternatives to potatoes. Staff enjoy these courses as it gives them a chance to get away from their kitchens for a day, to discuss their craft skills and to discuss problems with their colleagues.

One-day vegetable courses are also arranged. These are designed to make staff aware of the fact that there are other vegetables besides cabbage and carrots. Stress is laid on the buying, preparation and use of the lesser used vegetables such as celery and leeks. Courses in choice menu planning are held to assist supervisors who are to basic menu planning to develop the skills required in the production of a good multi-choice menu.

Courses are also held for room assistants and assistants. The former are usually held in a training kitchen. It is hoped by these courses to develop the role they play in the school meals service. Supervisors must attend for a half day at the course is organized by the teachers.

The content of all courses is regularly updated. In the catering industry changes can happen overnight, so the training centres must keep up with all new developments in food technology. Recent changes in the Health and Safety at Work Act, for example, mean more work for these staff and financial restrictions of a general nature throughout the country have enabled much more menu costing.

To provide trained staff for the future Staffordshire is running training schemes. One is for trainees, who are sent straight from school into the service. They spend four weeks with a specially appointed supervisor and one day at a technical college studying for and GCE in Food Technology. At the end of the training is four most of these trainees are ready for promotion to cook at the end of two years.

The second scheme is for people who have attended a five-week training course, of a further education for a year and have usually attained a Level 1 or 2 standard. They are appointed for a minimum of two years, during which they follow a scheme of training which includes the basic five-week course, with an area school meals supervisor and a professional qualification. Some time in the office of a kitchen manager, first as an assistant and later in charge of a kitchen. At the end of two years a certificate of employment with the authority is given. It has been found that with these two schemes the catering service is being developed and a junior management team is being built. The training scheme has been found to be a valuable asset to the authority. It has been found that the staff are encouraged to attend technical colleges to gain professional qualifications. From assistant cooks to kitchen managers, the staff are encouraged to attend technical colleges to gain professional qualifications. From assistant cooks to kitchen managers, the staff are encouraged to attend technical colleges to gain professional qualifications.

Attendance at college gives confidence to the staff and develops necessary skills and knowledge of the catering industry. It is hoped that the staff will be encouraged to attend technical colleges to gain professional qualifications. From assistant cooks to kitchen managers, the staff are encouraged to attend technical colleges to gain professional qualifications.

To keep the service important than ever in the financial restrictions, staff must be made to improve their skills. Full training resources are being used to set out new ideas and to set out new ideas and to set out new ideas.

At the J. Gairns, a catering training centre, staff are encouraged to attend technical colleges to gain professional qualifications. From assistant cooks to kitchen managers, the staff are encouraged to attend technical colleges to gain professional qualifications.

Sticking to standards

David Simpson nails his flag to the mast in support of nutritional content and other matters

When I was asked to make a contribution to this issue I had some misgivings about how the remarks of a newcomer to school-meals would be received by more experienced colleagues. However, I hope that someone like myself, with long experience in a similar catering field, should, after 18 months, have something useful to say about the future development of school-meals organization. My present experience is very much concerned with the ILEA education catering branch, a very large organization, but I have been able from time to time to compare notes with colleagues from other parts of the country. I hope, therefore, that my comments have a wider application than just to Inner London.

One of my most pressing preoccupations is with what I describe as the basic dilemma of school meals. The primary objective of the education catering service is to provide for all those pupils who want it a nutritionally balanced, sustaining meal. This objective is supported by detailed recommendations in 1968 Circular 3/68 and confirmed by the more recent DES report *Nutrition in Schools* (1975) in the form of a nutritional standard.

The circular not only lays down the average requirement of 29 grams of protein and 880 calories a day but interprets this in the form of a recommended four-week shopping list to provide the widest variety and type of food for a four-week menu. It is the costing of this at regular intervals which ensures that money is made available to meet the recommended dietary standard. When extended to a four-week menu the planned commodities provide for a succession of traditional two-course meals.

There is, however, a strong current of opinion that considerations of nutritional balance are of little value if the meal is not eaten. It is argued, therefore, that it would

be better if children were offered a preponderance of those items that they like best. This is usually taken to mean a diet which features prominently hamburgers, sausages, chips, baked beans and ice cream.

There is some merit in this argument but nevertheless I question it on two counts. First, I believe that the education catering service has a responsibility to educate children in good eating habits. This is a thoroughly defensible position which recognizes the needs of children with working mothers, children from deprived homes and the difficulties of mothers, particularly from immigrant families, of understanding the real food value of manufactured foods which increasingly replace the natural foods with which we are familiar.

Secondly, a nutritional standard is a measurable one. Once it is suggested that nutritional content and balance are not the most important considerations there is no longer any fundamental basis for financing this element of school meal costs.

In my view the nutritional value of the school meal must remain the last area of school meals costs to be compromised when financial savings are being considered. Any developments in the pattern and style of education catering should therefore be in the direction of wider choice, more imaginative cookery and greater sophistication in the service of the meal, particularly for older pupils, but always within a framework of sound nutritional practice.

Having nailed my flag to the mast in support of nutritional standards I feel I must comment on a new problem which is rapidly becoming more important and seems likely to nullify most of our efforts to control the nutritional content of the food we buy. This is the growth in the use of convenience foods, that is products which are the results of manufacturing processes

and are intended either to reduce the labour content of preparation and cooking or to be substitutes for the natural product. Unfortunately, virtually all these foods are produced for the commercial or domestic markets. The main considerations are that the products should look and taste like the original items and should be cheaper and easier to serve.

There was a time when a caterer had to be capable of selecting a suitable food product on the basis of price, grade and quality and then to ensure that the nominated supplier conformed to the standards agreed on. Today no caterer, particularly one concerned in education or hospital catering, can operate safely without access to a laboratory and the services of a dietitian.

In common with education catering departments in other authorities, the ILEA education catering branch has found it necessary to take advantage of some of these new products.

My own recent experience in the difficulties of monitoring existing products in use and in the introduction of new ones has convinced me that control of the nutritional content of school meals is impossible without analyzing scientifically on a continuing basis all such manufactured products. The costs of such analysis and the services of a dietitian to collate results and to organize a monitoring system must therefore be taken into account when determining the cost benefits of such food purchases.

One area of catering in which I have always taken a keen interest is planning and design. It has always fascinated me because it is an area of management where it is possible in clear-cut terms to be wise before rather than after the event. And yet it is usually difficult to devote sufficient time to it

continued on page 38



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continued from page 37

at the crucial period, that is, at the planning stage. Even if you do it is often difficult to convince others that a compromise is possible.

If only all kitchens were established on the ground floor, with good access, with dining accommodation concentrated adjacent to the kitchen and the whole catering department located centrally, the savings in running costs, particularly of staff, would be high.

At present little or no new building is being planned. But I have already prepared my own version of misguiding planning for use in the discussions that I expect will follow a resumption in capital programmes. I append a few extracts.

The provision of school buildings throughout the country is rightly regarded as a substantial social asset. There is also a growing awareness that this expensive capital asset is grossly underused. This has led to cooperation between education and other branches of

local government to establish installations which can be jointly used by both the school and other services within the immediate neighbourhood. I believe that this development will grow and we in school meals should co-operate actively to contribute to this movement. The result I feel will be more sophisticated dining areas for pupils, greater participation in the catering requirements of other sections of the community, and lower costs.

I believe that a big change has occurred in the organization of education catering in the last five years or so, one which is continuing to develop. This change is the result of the growth in local government expenditure as new and improved social services are introduced. School meals first established a claim to local financial support with the Education (Provision of Meals) Act 1906. While the number of meals provided fluctuated during the early period of its development, the education catering service finally established its present pattern of

provision and its raison d'être in the years following the 1939-45 war. Today it provides meals for 6,000,000 children a day with an annual budget of £640,000,000. This is a big business by any standards and there is no way that educating catering can escape the intense competition for scarce resources which is the dominant feature of today's local government scene.

Education catering is having to justify, if not its existence, at least its standards. In a way that has never been required before. However, in the long term it can only be beneficial. It has provided both the impetus and the justification for an analysis of all aspects of the service and has led to the introduction of a variety of new schemes and ideas for reducing the costs of the school meal. It has brought home to all of us the fact that while our motive may not be profit we are subject to the same discipline as a commercial operation.

However the situation may change in the future, I am sure that the habits of questioning decisions, choosing between alternatives with a greater recognition of the costs, reviewing standards and setting up systems to monitor results will remain with us to everyone's benefit for many years to come.

David Simpson is principal education catering organizer, ILEA. The views expressed are his own and not necessarily those of the authority.

Cooking in the country

Joan Hair on coping with restricted finance in a rural area

Guide books describe Northumberland as a country of widely contrasting countryside—with its miles of golden sands, rugged hills, barren moorland and gentle green valleys. It does indeed live up to its description. In 1974, when the reorganization saw the disappearance of a large slice of the urban, populated area of the county to new authorities, Northumberland became one of the most rural authorities in the country. Many first schools are situated in small villages, but there is also an increasing number of middle and high schools, as, area by area, a three-tier system of education is introduced. Many children cannot go home for lunch in the time available and thus more than 80 per cent of the school population requires a midday meal. Of the 203 kitchens from which these are produced, no fewer than 75 unit kitchens supply fewer than 100 meals daily.

Restricted finance is no newcomer to those involved in the everyday work of the school meals service and, indeed, one might ask has there ever been a time when there has not been a tight rein on the expenditure of this service. Perhaps because of this, thrifty habits have become an integral part of the make-up of those employed and this is now helping to minimize the effects of the present financial restrictions.

In an area where schools are widely separated and often far from the county base, the framework of the service has been built to encourage independence. Cook supervisors and cooks in charge have been trained to be resourceful and independent, working within safe guidelines to ensure that sound, attractive and nutritious meals are prepared and produced within the cost limit.

Cook supervisors plan their own menus, working to the county plan and using recipes which are compiled to provide the nutritional standards required. Menus are checked against nutritional standards, but the degree of freedom given to cook supervisors means that they can take into account the preferences and appetites of their customers. In country areas the latter are very healthy. Less waste is found with this method, a factor which reduces costs—unit costs for food are monitored regularly for each kitchen. Stability of staff in schools and the resultant experience of knowing the customer, has made a valuable contribution to cost effectiveness, as has the education committee's policy of providing, wherever possible, unit kitchens attached to each school.

Food is a major item of expenditure and with ever increasing prices, presents financial problems to all authorities, but these are particularly noticeable in a rural area. Transporting food is costly, and while there is competition from contractors to service urban areas, it can be a problem to persuade them to service a school at the foot of the Cheviot Hills, serving 10 meals daily. Wherever possible, contracts for food are obtained annually, but to maintain supplies to the isolated schools there is sometimes no alternative to local purchasing at retail prices. There are, however,

no better watchdogs on value for money than the staff in the kitchen. We beside the counter deliver poor quality or no weight.

Escalating food prices are causing anxiety and economies must be made. Some adaptations have been made to menus—couscous, for example, appear less frequently, the adults have missed them, but children are not at all worried. It does not mean that nutritional value has been affected—the less expensive cuts are equally nutritious. There is much more concern in the kitchen about the increase in the price of potatoes and the necessity to strict the appearance of the menu. While there is a "chips with tomato" syndrome, the high cost of potatoes has led to a gradual acceptance of alternatives. Perhaps the most made rolls permeated with sense of potatoes on the days in the week.

The greatest effect of restrictions are being felt in the age of the ever increasing cost of equipment. To save cost, usually being reduced by equipment helps. Reducing areas, coupled with the delivery of goods by train, port costs, results in an endeavouring to squeeze a pint pot. With the advent of unit schools, inevitably, repercussions in the menu and some kitchens have considerably more money than were ever designed to have, or no money to spend in some cases, a real problem exists in a rural area, where a proportion of children are lunch.

In some schools, extensive remodeling has been undertaken. In the past, the end of its useful life, would be replaced, but this is continuing use at present to reduce costs. Space is being allocated to supplementary items of equipment, but, as it becomes available, the gaps remain.

The policy of providing unit kitchens in large high schools is a vital factor in economic management, staffing and equipment. The policy of providing unit kitchens in large high schools is a vital factor in economic management, staffing and equipment. The policy of providing unit kitchens in large high schools is a vital factor in economic management, staffing and equipment.

Joan Hair is school meals officer.

Dealing with differences

Gwerfyl S. Jones on catering for minority groups

One might well wonder why it is still necessary to continue to talk of the feeding habits of minority groups when these groups, mainly Asian and West Indian, have been living in this country for a great number of years. In fact many children of Asian and West Indian parentage have actually been born here. Yet we are not at the complete integration stage, as many of these minority groups still retain their traditional religion and attitudes. Birmingham has always maintained that so far as possible, the cultural background of these groups should be respected, and the school meals service should cater to these requirements, at the same time ensuring that the children's dietary needs are adequate. It is not difficult for the service to meet the different requirements, and there is also scope for new and exciting dishes being introduced into the school's dietary.

There are two main groups to be

considered, the children of West Indian origin and the children of Asian origin. Generally the provision of satisfactory school dinners for the West Indian children is comparatively simple. They usually enjoy most dishes, and fortunately at present they welcome fresh fruit, salads and vegetables. Whether they will eventually succumb to the inevitable pie and chips remains to be seen. It is hoped that the pendulum will continue to swing the other way, as it appears to be doing in some schools, and that the influence of West Indian preferences will help to change some of the country's monotonous feeding habits.

Most of the Asians who are now living in Birmingham are either Indians or Pakistanis; they come from an entirely different cultural background from the West Indians. While these children may have lived in this country for some time, yet because of the closely knit family

pattern and because of their religious beliefs, they pose a definite challenge to the school meals service. Furthermore, many of them are not robust, and at home they tend to eat a diet which is low in protein. It is therefore doubly important that their school dinner is nutritionally sound and that it is acceptable.

Before assessing the dietary needs of these children, it is necessary to understand their cultural background and to be prepared to cater for their specific needs. In India, the cow is regarded as a sacred animal which is never considered as a source of food. But other foods of animal origin—mutton, pork, fish, poultry, as well as cheese, eggs and milk—are acceptable to these children, who are usually Hindus. There is a minority sect which will not eat any food which comes from a living creature; in practice, this means a strictly vegetarian diet.

Pakistanis, who are usually Muslims, have an entirely different religious culture as their life is governed by the Koran. These children will not eat the flesh of the pig, or any of its products. Furthermore, they will not eat any other meat or poultry unless the animal has been killed in a certain ritualistic way—"Halal". Therefore many Muslim children tend to eat dishes based on fish, eggs and cheese.

It has been the policy for many years to cater for children of all nationalities and religious beliefs, and a great deal of work has been done in Birmingham in planning suitable meals for Asian children. During the past decade there have been courses for cook supervisors including not only discussion on the practical implications and demonstrations on various dishes, but also illustrated talks on the cultural background and origins of these foods. From time to time meetings are arranged with members of the Asian community in an effort to understand the beliefs and to work out a satisfactory diet for these Asian children.

At the three special immigrant reception centres the new immigrant children who have been allowed entry to this country are taught English and are introduced to British ways and habits. Here every effort is made to provide meals which are appropriate for these children. It is essential that they are made to feel secure, but they also need food, particularly as they have come from a warm climate to a fairly cold climate. Initially the children are given foods to which they may have been accustomed, and gradually new foods are introduced. Therefore when a child goes to a school, it will be able to accept some of the foods which are provided in this country, and the first step is taken towards integration.

In secondary schools the normal type of service is a cafeteria with a choice of dishes. There are usually three dishes in the first course—a meat dish, a vegetarian dish with a choice of vegetables or salad, and a cold tray. The second course is choice of sweet, fresh fruit or cheese and biscuits. There should

therefore in theory be no problem or embarrassment for an Asian child selecting a suitable meal.

In practice there may be certain pitfalls in that while Asian pupils enjoy salads and vegetables and also the sweet course, they may not like the main dishes. Fish or eggs—yes, but not cheese dishes, and certainly not curry. (This is happily eaten by other pupils.) Indian cooking is vastly different from the cooking in this country, and the children are used to food which is far more highly spiced and seasoned.

While catering for Asian pupils in a secondary school has its hazards, these pale into insignificance when compared with catering for younger Asian children.

In primary and nursery schools, while there is a choice of vegetables, it is a set menu. Vegetarians are catered for in so far as they are provided with an alternative non-meat main course. This system works reasonably well where there is a kitchen on the school site, so that the cook supervisor knows her Asian customers and can find out their likes and dislikes.

The challenge arises in schools receiving a conveyed meal: fortunately there are not so many of these. Here it is of the utmost importance to see that there is a close liaison between the cook supervisor and the school, and not only between the cook supervisor and the teaching staff, but also between the cook supervisor and the school meals staff responsible for serving the meal.

Overriding all the actual physical problems, there is sometimes the feeling that all this attention to the feeding habits of the Asian community is unnecessary. How does one overcome this apathy? Again with more specific talks and continued discussion with the headteacher, liaison with home economics departments where applicable, liaison between supervisory assistants and serving staff and further training for cook supervisors. We have to understand each other and respect each other's beliefs, and to this end we all have to constantly strive.

Miss Gwerfyl S. Jones is senior school meals organizer, Birmingham.



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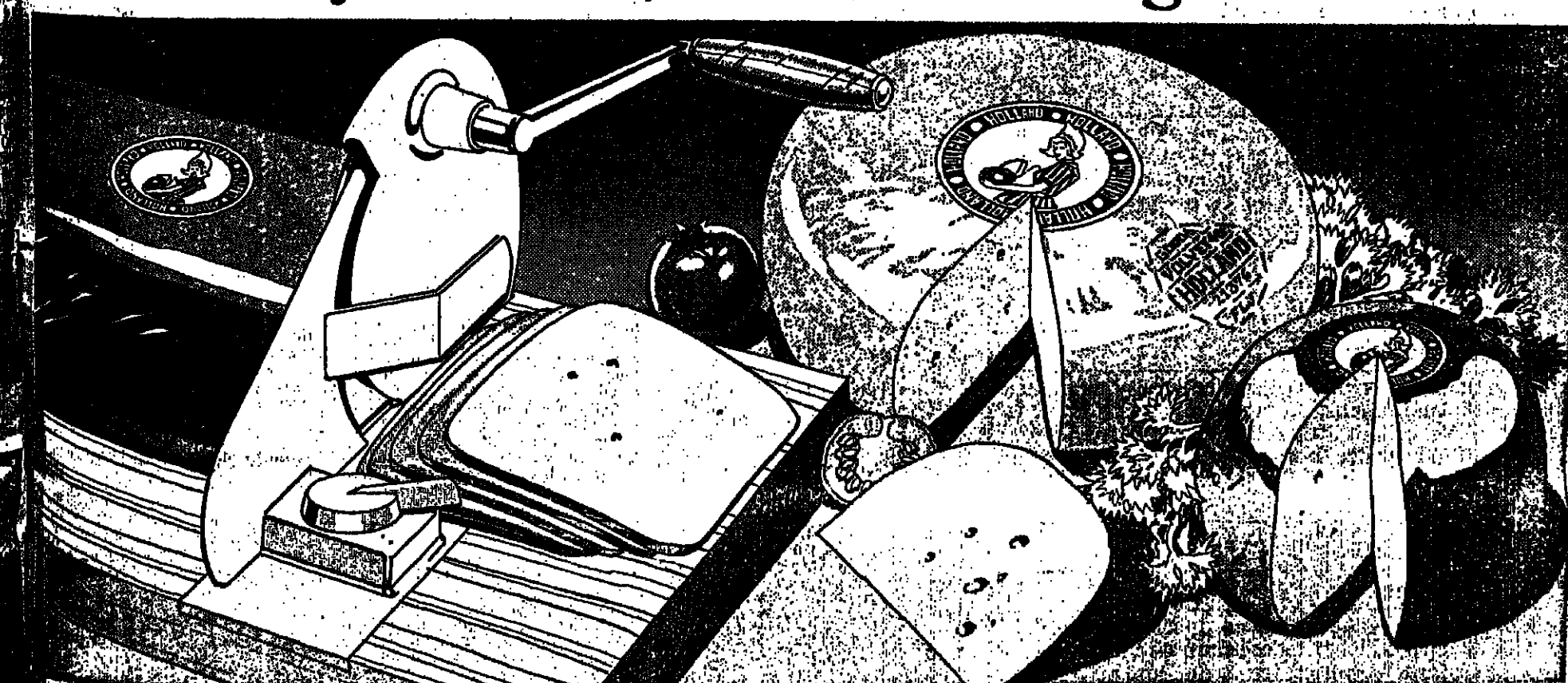
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Applications should be sent to the

Director of Education, Education Office, Civic Centre, Drury Wall Street, Walsall WS1 1DQ, to whom they should be forwarded by Monday, December 6, 1976.

Further details and application forms (SAR) available from the Chief Education Officer, Hanley House, 79-81 Uxbridge Road, Ealing W5 8SU.

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Applications should be sent to the

LONDON, S.W.6

THE LONDON ORATORY SCHOOL

The Governors invite applications for the post of

HEAD

which becomes vacant on 1st September, 1977, when Mr. I. G. Gaffney, M.A., retires.

Applicants must be Roman Catholics.

This is a voluntary aided school (in Salary Group 11) of 1,040 boys and 45 girls.

The girls and 140 boys are in the Sixth Form.

Particulars and application forms may be obtained from The Clerk to the Governors, The Oratory, London SW7 2RW.

Applications must be returned to him by 1st December, 1976.

Leicestershire

GROBY NEW COMMUNITY COLLEGE

(A Leicestershire Plan 14-18 Upper School with Community College)

OPENING AUGUST 1977

Principal Designate: Cyril Poster, M.A.

VICE-PRINCIPALS

GROUP 10

For appointment April, 1977 (teachers of both sexes invited to apply):

(1) Vice-Principal (Community)

(2) Vice-Principal (Curriculum Planning)

(3) Vice-Principal (Curriculum Planning)

The successful candidates will work with the Principal as an Executive Team.

Candidates are advised to send for further details (SAR) Apply (no forms) with full particulars naming the reference to the Director of Education, County Hall, Leicester, LE1 3RF, not later than 23rd November, 1976.

Liverpool Education Committee

DEPUTY

HEADTEACHER

GROUP 6

£4740 x £156 (4) - £5364

SACRED HEART R.C.

SECONDARY GIRLS' SP SCHOOL

Mount Vernon Green, Liverpool L7 8TE

Applications are invited for the above post required for January, 1977. Number on roll 820.

Forms and further particulars obtainable from (SAR) the Director of Education, 14 Sir Thomas Street, Liverpool 1, and returnable by

22nd November to the Reverend B. Dickinson, Sacred Heart Presbytery, 21 Hall Lane, Liverpool L7 8TE. Quote reference: PAM 824.

Liverpool

Wollaston School

Irchester Road, Wollaston, Northants NN9 7PH

Required September, 1977, a well-qualified and experienced teacher to have specific responsibility for CURRICULUM DEVELOPMENT (Senior) and for the rapidly expanding seven-form entry pre-henrich school, which is situated three miles from Wollaston and ten miles from Northampton.

The school, which admitted its first comprehensive intake in 1975, at present caters for pupils between the ages of 11 and 18, but it is anticipated that a sixth form will commence in September, 1978.

Applicants should have a particular interest in, and experience of, the curriculum of 4th, 5th and 6th year, and already hold a post of responsibility in a comprehensive school.

Full details and application forms from the Headmaster (stamped, addressed envelope, please).

Northamptonshire

Education

SECONDARY

Headships continued

NORTH YORKSHIRE

HEADSHIP

The school offers a structured education setting. There is a well-developed curriculum, and the school is a member of the North Yorkshire Education Committee.

The applicant will be required to teach the social studies and other subjects in the school. The school is a member of the North Yorkshire Education Committee.

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Metropolitan Borough of Rochdale

EDUCATION DEPARTMENT

SECONDARY SCHOOLS

St. Joseph's R.C. Secondary (11-16)
Pot Hall, Heywood
Tel: Heywood 60607

Science

with emphasis on Physics, Scale 1. Temporary appointment for two terms.
Bishop Henshaw Memorial R.C. (14-18)
Shaw Road, Rochdale OL18 4RX
Tel: Rochdale 47781

Head of Girls P.E. Scale 2

Drama with ability to offer either English or Music. A Scale 2 post available for suitable candidate.

SPECIAL EDUCATION

Rydings School, E.S.N. (M), Group 6B
Great Horwath, Wards Road, Rochdale
Head Teacher: Eric Roberts
This new purpose-built all age school for 120 E.S.N. (M) children will open with some 60 children in January, 1977. Applications are invited from suitably qualified and experienced teachers for the following posts:

Deputy Head Teacher
Teacher Scale 3 (S)

with responsibility for younger age groups with particular regard for language development. Application forms from the Chief Education Officer, Education Department, Municipal Offices, M6, Bolton, Manchester M24 4EA, to whom they should be returned.
For Secondary posts, application forms are available from and should be returned to the Head of the School.
All applications for forms must be accompanied by a foolscap stamped addressed envelope. Closing date: 28th November, 1976.

TEACHING VACANCIES—JANUARY 1977

unless otherwise stated.

SECONDARY

Scale 4

HEAD OF SCIENCE

Wigan St. Thomas More R.C. School
Wood Street, Newton, Wigan W16 0UU
(N.O.R. 1,160, 11-18 mixed Comprehensive)
Required for May 1, 1977, to be responsible for the Head of Science in the Lower School and O' level and C.S.E. modern 1 and 2 courses.
Application forms and further particulars available from and returnable to the Head Teacher (Ref. A26) (S.A.E.).
Closing November 26, 1976.

Scale 1

ART TEACHER

Leigh C.E. High School
Leigh Road, Leigh W17 1UB
(N.O.R. 600 mixed.)
Apply by letter to the Head Teacher giving full details and names of two referees (Ref. A28), by November 23, 1976.

Scale 1

TEACHER

Inco Road Infants County High School
Hill Street, Ince Wigan
(N.O.R. 1,000 mixed, 11-16.)
For HISTORY/Geography with an interest in Local Studies.
Application forms available from and returnable to the Head Teacher (Ref. A28) (S.A.E.).
Closing date November 26, 1976.

Scale 1

TEACHER

Tyldesley Longworth County High School
Tyldesley Lane, Tyldesley M29 5JN
(11-18 mixed, Comprehensive.)
Application forms and further particulars available from and returnable to the Head Teacher (Ref. A28) (S.A.E.), as soon as possible.

Metropolitan Borough of WIGAN

leia

INNER LONDON EDUCATION AUTHORITY

Specialist Vacancies for Secondary Teachers

The Authority would be pleased to hear from suitably qualified teachers with experience or seeking their first appointment, in the following subjects:-

Design and Technology

Home Economics (Full & Part Time)

French (Full Time Only)

Appointments will be to a Scale 1 post in the Authority's General Teaching Service, Inner London allowance (plus) payable in addition to the Burnham salary.

For an application form, please write to the Education Officer (T52), The County Hall, London SE1 7PB (telephone 01-633 6426).

Lancashire

County Council

CLOSING DATE 22nd NOVEMBER 1976

Primary and Special Schools

For application form and stamped addressed envelope apply to Chief Education Officer, PO Box 01, County Hall, Preston PR1 2AB.

Secondary Schools

Forms/further details from and returnable to the Head Teacher of the School, stamped addressed envelope, please.

PRIMARY SCHOOLS

HEADSHIP

CHORLEY ST. GREGORY'S RC JM & I SCHOOL (40, mixed)
January 1, 1977, following amalgamation of Chorley Junior and Infant Schools.
GROUP 6.

SPECIAL EDUCATION

BLACKBURN, BLACKBURN SPECIAL SCHOOL, Roman Road (118, mixed)
1977.
Dedicated to the education of physically handicapped children—Infant/Lower Primary age.
Knowledge and experience of infant methods an advantage but willingness to adopt to special needs of children.
HASTINGS BENTGATE (ESN(M)) (140)
January 1, 1977, following amalgamation of Hastings Junior and Infant Schools.
CLASS TEACHER of 12/14-year-old. SCALE 1
ESN experience desirable, but not essential.

SENIOR TEACHER SCALE

FULWOOD OUTBENT MAYNE HIGH SCHOOL (1,200, mixed)
Fulwood Drive, Fulwood, Preston
May 1, 1977.
HEAD OF FIFTH YEAR, Pastoral, and administrative work.

HEAD OF DEPARTMENT

NELSON, WALTON HIGH SCHOOL, Oxford Road, Nelson (800, mixed)
Head of English, Scale 1.
(HEAD OF LOWER SCHOOL, (Years 1 and 2), SCALE 1)

SCALE 2 POSTS AND ABOVE

PRESTON PARKLANDS HIGH SCHOOL (641, mixed)
Near Park Avenue, Preston PR1 6AP
January 1, 1977.
GENERAL TEACHER, experienced teacher preferably with training in Remedial work for English subjects to Y11, 2nd and 3rd years. One term appointment—Scale 1.
HOME ECONOMICS—experienced teacher for temporary term appointment—Scale 1.

SCALE 1 POSTS

BLACKPOOL COLLEGIATE HIGH (1,400, mixed) 640 Sixth Form
Blackpool Old Road, Blackpool FC 11A
January 1, 1977, or as soon as possible afterwards.
REMEDIAL TEACHER for ENGLISH and a little MATHEMATICS to "O" level at least (or SCALE 2 for in dept. remedial candidate).

SCALE 1 POSTS

PRESTON ASHTON-ON-RIBBLE HIGH SCHOOL (1,000, mixed)
Alway Drive, Preston
January 1, 1977, or May, 1977.
REMEDIAL TEACHER for ENGLISH and a little MATHEMATICS to "O" level at least (or SCALE 2 for in dept. remedial candidate).

SCALE 1 POSTS

PRESTON TULKEIGH HIGH SCHOOL (800, mixed)
Tag Lane, Ingham, Preston
January 1 or May, 1977.
ART.

SCALE 1 POSTS

ST. BEDE'S RC HIGH (700 Boys and Girls)
St. Anne's Road, Ormskirk (Telephone: Ormskirk 7800)
DOMESTIC SCIENCE.
GLENN HILL HIGH SCHOOL (1,200, Comprehensive)
Twyndale, Skelmersdale W17 9JB
January 1, 1977.

SCALE 1 POSTS

ORMSKIRK GRAMMAR SCHOOL, Ruff Lane, Ormskirk
January 1, 1977, or as soon as possible afterwards.
(1) TECHNICAL SUBJECTS—two or more of Woodwork, Metalwork and Mechanical and Engineering Drawing, built to "O" level.
(2) TECHNICAL SUBJECTS—two or more of Woodwork, Metalwork and Mechanical and Engineering Drawing, built to "O" level.
(3) TECHNICAL SUBJECTS—two or more of Woodwork, Metalwork and Mechanical and Engineering Drawing, built to "O" level.

SCALE 1 POSTS

SKELMERDALE AND HOLLAND TAYD VALL HIGH
Glenburn Road, Skelmersdale (opened 1975)
April 1, 1977.
DUTY OF MUSIC: GOLLAR 2 or 3.
SKELMERDALE AND HOLLAND TAYD VALL HIGH
Glenburn Road, Skelmersdale (opened 1975)
April 1, 1977.
MATHEMATICS TEAM COORDINATOR, SCALE 2.

SCALE 1 POSTS

BLACKPOOL COLLEGIATE HIGH (1,400, mixed) 640 Sixth Form
Blackpool Old Road, Blackpool FC 11A
January 1, 1977, or as soon as possible afterwards.
REMEDIAL TEACHER for ENGLISH and a little MATHEMATICS to "O" level at least (or SCALE 2 for in dept. remedial candidate).

SECONDARY

Science

LONDON

WIMBORNE C.E. SCHOOL
Wimborne Road, Waltham Cross, London W17 9JN
Head Teacher: Mr. C. G. Taylor
Required for January 1977, a teacher of SCIENCE for one term, to be responsible for the Head of Science in the Lower School and O' level and C.S.E. modern 1 and 2 courses.
Application forms and further particulars available from and returnable to the Head Teacher (Ref. A26) (S.A.E.).
Closing November 26, 1976.

NORTHAMPTONSHIRE

CONNAVEY SCHOOL
Connavey Road, Northampton
Head Teacher: Mr. C. G. Taylor
Required for January 1977, a teacher of SCIENCE for one term, to be responsible for the Head of Science in the Lower School and O' level and C.S.E. modern 1 and 2 courses.
Application forms and further particulars available from and returnable to the Head Teacher (Ref. A26) (S.A.E.).
Closing November 26, 1976.

SHREFFIELD

SHREFFIELD JUNIOR SCHOOL
The first intake Day School
Head Teacher: Mr. C. G. Taylor
Required for January 1977, a teacher of SCIENCE for one term, to be responsible for the Head of Science in the Lower School and O' level and C.S.E. modern 1 and 2 courses.
Application forms and further particulars available from and returnable to the Head Teacher (Ref. A26) (S.A.E.).
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STAFFORDSHIRE

STAFFORDSHIRE JUNIOR SCHOOL
Head Teacher: Mr. C. G. Taylor
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Application forms and further particulars available from and returnable to the Head Teacher (Ref. A26) (S.A.E.).
Closing November 26, 1976.

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SECONDARY

Science

LONDON

WIMBORNE C.E. SCHOOL
Wimborne Road, Waltham Cross, London W17 9JN
Head Teacher: Mr. C. G. Taylor
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Closing November 26, 1976.

NORTHAMPTONSHIRE

CONNAVEY SCHOOL
Connavey Road, Northampton
Head Teacher: Mr. C. G. Taylor
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Closing November 26, 1976.

SHREFFIELD

SHREFFIELD JUNIOR SCHOOL
The first intake Day School
Head Teacher: Mr. C. G. Taylor
Required for January 1977, a teacher of SCIENCE for one term, to be responsible for the Head of Science in the Lower School and O' level and C.S.E. modern 1 and 2 courses.
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Closing November 26, 1976.

STAFFORDSHIRE

STAFFORDSHIRE JUNIOR SCHOOL
Head Teacher: Mr. C. G. Taylor
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Closing November 26, 1976.

SPECIAL SCHOOL VACANCIES FOR APRIL, 1977

MOORCROFT SCHOOL

Hillingdon, Middlesex UB8 3OU

HEAD TEACHER

Applications are invited for the Headship of this 100-place ESN(S) School.

Salary: Burnham Group 8(S), £6,889-£7,281 (Inclusive).

(New) GRANGEWOOD SCHOOL

Fore Street, Eastcote, Pinner, Middlesex

DEPUTY HEAD TEACHER

Applications are invited for the Deputy Headship of this new ESN(S) School to be opened in April, 1977, for 100 boys and girls aged 2-16 years.

Salary: Burnham Group 8(S), £5,502-£6,102 (Inclusive).

Application forms from the Director of Education, Belmont House, 38 Mayes Square, Uxbridge, Middlesex UB8 1HA (Telephone Uxbridge 28211, Ext 275), to whom they should be returned as soon as possible and not later than 22 November, 1976.

London Allowance Payable.

75% removal expenses and some accommodation in appropriate cases.

LONDON BOROUGH OF HILLINGDON

Islington Social Services

TUTOR/ORGANISER

Social Development Centre

An Urban Aid grant has made it possible to establish a unit which will offer the opportunity to young, mentally handicapped adults of attending their education beyond the scope of Special School and Adult Training Centre.

The Social Development Centre will offer an intensive, 12-month course for groups of 12 mature students in the 16-25 age-group. Its aims will be to further formal educational attainment, personal development and to equip students with the tools to build an enhanced quality of life.

The Department seeks a Tutor/Organiser to help establish and run the unit. Applicants preferably experienced teachers, will have a commitment to the broad social aspects of education, preparedness to operate outside normal school hours and the enthusiasm to introduce fresh and exciting ideas to this experimental project.

Salary (AP5), £4,572 to £4,842, inclusive of supplement and London Weighting

For application forms and further particulars, please apply to the Director of Social Services, London Borough of Islington, 17 Islington Park Street, London N1 2JQ (Telephone 01-559 3532, extension 107) (Personal enquiries contact: Christopher Conway on 988 1976).

BEDFORDSHIRE

EDUCATION SERVICE

FIVE GRANTS; SCHOOL

Northwell Drive, Luton LU3 3SP

Required as soon as possible, suitably qualified and experienced

TEACHER

Scale 3s

to take charge of a new County Residential Unit for children with communication difficulties.

This Unit has been planned as an integral part of Five Grange School, a 70-place school for ESN(M) children, and the teacher appointed will work directly to the Head. The post will appeal to teachers experienced in working with autistic children.

Application form and further particulars obtainable from the Headmaster at the School.

County of Cleveland

SPECIAL SCHOOL

SCALE 2S POST

(For suitable applicant)

RIDLEY E.S.N.(S) SCHOOL

Ridley Street, Redcar, Cleveland TS16 1BP

Required for January, 1977, or as soon as possible thereafter, a qualified teacher with particular interest in middle and intensive development activities with mentally handicapped pupils.

Financial assistance and household removal expenses are available in appropriate cases.

Application may be made by letter or an application form obtainable from the Head Teacher at the address given above. Applications by letter should include detailed information regarding education, training, qualifications and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teacher, within 14 days of the appearance of this advertisement.

Sixth Form and Tertiary Colleges

Deputy Headships

Senior Masters/Mistresses

KIRKLEES

METROPOLITAN COUNCIL

SHEFFIELD TERN SCHOOL

Sheffield, S1 2NP

Head of Sixth Form

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STRATHCLYDE REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
LANGSIDE COLLEGE, GLASGOW

POST OF
PRINCIPAL

Applications are invited for the above post. Situated in the south of Glasgow, the college offers a wide range of full-time and part-time day and evening courses mainly in the fields of business studies, construction, engineering and general education.

Applicants should possess appropriate academic and professional qualifications and have secured substantial experience in a major post of responsibility in further education. The college is in group 7 and the present salary is £31,349. The successful candidate will be expected to take up post on 15 August, 1977.

Forms of application may be obtained from the Director of Education, Further Education Department, 25 Bothwell Street, Glasgow G2 6NR, to whom completed applications should be returned on or before Friday, 3 December, 1976.

EDWARD MILLER
Director of Education

STRATHCLYDE REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
SCHOOL OF BUILDING, CAMBUSLANG
POST OF

PRINCIPAL

Applications are invited for the above post. Situated in Cambuslang with annexes in Blantyre, Cambuslang and Wishaw, the college offers a range of courses related to the construction industry.

Applicants should possess appropriate academic and professional qualifications and have secured substantial experience in a post of responsibility in further education. The college is in group 3 and the present salary is £8,500.

The successful applicant will be expected to take up post on 12 April, 1977.

Forms of application may be obtained from the Director of Education, Further Education Department, 25 Bothwell Street, Glasgow G2 6NR, to whom completed applications should be returned on or before Friday, 3 December, 1976.

EDWARD MILLER
Director of Education

CITY OF WAKEFIELD

METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT

WHITWOOD MINING AND TECHNICAL COLLEGE

Vice-Principal

Applications are invited from professionally qualified persons possessing extensive experience in a Senior Post in Further Education for appointment of Vice-Principal at this group 5 College. The vacancy arises due to the retirement of the present Vice-Principal and the successful candidate will be expected to commence duties in 1 May, 1977.

Application forms and further details may be obtained from the

Principal, Whitwood Mining and Technical College, Four Ends, Capleford WF10 5NP, to whom completed forms should be returned by not later than Monday, 22 November, 1976.

Reconsideration of previous applicants for the post will be reconsidered without further application.

STRATHCLYDE REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
FURTHER EDUCATION

LECTURER IN MODERN & SOCIAL STUDIES

Applicants should hold an appropriate Degree. Salary scales: £25,934-£31,349 with pension of £2,500 per annum. Further particulars and application form available from the Principal (Telephone 0772011).

Closing date: Friday, December 3, 1976.

EDWARD MILLER, Director of Education

INDEPENDENT continued

Modern Languages

Heads of Department

WARWICK

WARWICK SCHOOL

Head of Department

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CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY

Principal Lecturer in Biology

Applications are invited for this key post in the Science Department to take effect from January 1, 1977, or as soon as possible thereafter. Biology is an important and developing section with a total of 15 teaching staff. Courses include a major component of the BSC Joint Hons (CNA) (a modular, full-time course), and a wide range of advanced part-time courses as well as full-time and part-time intermediate work.

The person appointed will be expected to provide academic leadership in coordinating the work of the existing well-qualified staff. Good academic qualifications and a proven record of administrative experience, preferably in Advanced FE, are required. Salary: £5,940 to £7,578 plus £312 supplement, initial point depending on experience in a similar position.

Further particulars and application forms are obtainable from the Head of Science, CCAT, Cambridge CB1 2AJ. Forms should be returned by Friday, November 26, 1976.

COLWYN BAY

LIANDRILLO TECHNICAL COLLEGE

Required for 1st January, 1977, or as soon as possible:—

Lecturer Grade I in Office Arts

To teach one or more of the following subjects: a variety of levels: Shortland, Typewriting, and typewriting, Office Practice.

Applicants should have good qualifications in office skills and should have had relevant industrial or commercial experience. Teaching or previous teaching experience would be an added recommendation.

Salary: Burnham (Technical) Lecturer 1 Scale £2,469-£4,377 per annum, plus £312 supplement.

Application forms and further particulars of post are obtainable from the College Registrar, whom they should be returned by 29th November, 1976.

Vauxhall College of Building & Further Education

DEPARTMENT OF BUILDING CRAFTS

Principal Lecturer in Building Crafts

to be responsible to the Head of Department of the largest Building Crafts Departments in the organization and educational development. Candidates should be well qualified with good experience and have made a significant contribution to the development of building craft education. The Department is housed in new buildings and has excellent facilities.

Lecturer II Trowel Trades—Brickwork

Candidates should be appropriately qualified having practical experience and the ability to organize and coordinate educational developments for the Department.

Lecturer I Mechanical Services Plumbing

Candidates should be capable of teaching a full range of subjects to advanced craft level. Qualifications should be appropriate for the post.

Salary (Burnham) Principal Lecturer: £5,940-£6,642 (plus £312 supplement) Lecturer II: £2,795-£5,493 Lecturer I: £2,469-£4,377 (plus £312 supplement and £402 Tanner London Allowance)

Application forms, returnable with further particulars, are available from the Administrative Officer at the Vauxhall College.

INDEPENDENT continued

HAMPSHIRE

WORTHINGTON SCHOOL

Head of Department

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November 27, 1976.

Suffolk County Council

WILTSHIRE COUNTY COUNCIL
Education Department

YOUTH AND COMMUNITY SERVICES

J.N.C. III, £3,128-£3,888 + £312 p.a. supplement.
Qualified Youth and Community Worker for develop-
ment of the Service at the Tidworth Down Sports
Centre and the Butler Youth Centre, Tidworth.

- * Removal/disturbance allowance up to £800, and
- * Lodging allowance for up to six months up to
£10 per week, under certain circumstances.

Job Description and forms from Chief Education
Officer (Policy and Co-ordination), Education Depart-
ment, County Hall, Trowbridge quoting reference
NA.76.411. Closing date 26th November, 1976.

LEEDS CITY COUNCIL
Department of SOCIAL SERVICE
THORPARCH GRANGE SCHOOL
Boston Spa, Wetherby, LS23 7BA

TEACHER

Quote Ref. TES/128
Burnham Scale 1 - £284 + £276 (for extraneous duty) + £212 per annum salary supplement.
This is a residential community home school for boys in care, aged 10 to 16 years. Most of the teaching is individual and remedial, with small groups. We require good visual and remedial teaching experience, especially in basic subjects and Humanities. Teachers participate in ad hoc duties, and have weekly sessions in the residential care staff with house groups assisting with the boys' personal development and recreational activities. Holidays 4 weeks per annum. For married applicants the post will be non-residential; single accommodation may be available within the school. For further information and informal visits contact the Headmaster, R. W. Underwood, at Boston Spa 843540. Application forms from the Headmaster at the above address, enclosing an a.e.s., to whom they should be returned within 14 days of the appearance of the advertisement.



STAFFORDSHIRE
SOCIAL SERVICES

Teacher in Charge

The above non-resident post is available at Heron Cross House Observation and Assessment Centre, Grove Road, Fenton, Stoke-on-Trent which accommodates 25 children.
Salary in accordance with Burnham Scale 2.
Applicants should be qualified as general subject teachers.

Housemasters (2 posts) Housemother

The above posts are available at Riversdale, Dovecote, near Rugeley, Staffs, which is a Community School accommodating 98 boys aged 13 to 17 years, who need care, control, treatment and education within a residential setting.
Salary for (1) Housemaster in accordance with scale £2,507 to £3,282 (bait) to £3,957 per annum, plus supplement of £312 per annum and (2) Housemother, in accordance with scale £1,971 to £2,529 per annum, plus supplement of £312 per annum.

Applicants should be qualified as general subject teachers, or as a Teacher in Charge of Children, or a Teacher's Certificate is desirable.

Applications will be considered from married couples and from persons wishing to apply for individual posts.

Married or single accommodation is available if required.

Applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trades Union.

Application forms and further particulars in respect of the above posts from the Director of Social Services, 60 Foregate Street, Stafford.

Closing date for applications: November 24, 1976.

Would you like to be head of your own Department?

Burnham Scale: £2,576-£3,152, inc. plus £312 Supplement

Compensating point according to professional background and experience.

We need a qualified teacher with suitable experience of working in conjunction with specialists of different disciplines to head this Special Unit.

Fairlop House is shortly due to open and will be developed to provide care, treatment and education for up to 12 girls over the age of 14 years.

The majority of these children have experienced social and emotional difficulties and will probably have been further damaged by rejection. There will be a need for a high standard of care and supervision.

The work of this unit is supported by a specialist staff of social workers, nurses, and other professionals. You will work closely with this staff and will also be invited to participate in the department's staff training scheme.

A two-bedroom flat furnished to a high standard is available on the premises.

For informal discussion with the Assistant Director, telephone Miss Bourne, 01-535 3650, ext. 115.

Application form from the Director of Social Services, Municipal Offices, High Road, Leyton, E15 5QJ (Tel: 01-535 3650, ext. 140/141).

Closing date: 20th November, 1976. Please quote Ref: P.977.

London Borough of

Waltham Forest

Resident Assistant Teacher Engineering and Allied Crafts

A suitably qualified, preferably experienced, teacher is required at Kington Community Home, Woking. This is a large Home with education on the premises for 90 boys aged 11-18 on admission.
To be involved in promoting educational opportunities in engineering and to some extent be responsible for general teaching to the disturbed adolescents, many of whom have learning and behavioural difficulties.
There are excellent Heavycraft/Technical Training facilities.

Salary £2,576-£4,056. The successful applicant will also undertake extraneous duties for £279 p.a. Single accommodation available—semi-detached house may be available for a married couple.

For informal discussion and/or to view the Home contact Mr. K. T. S. Nicholson, The Principal, Woking 65141. Application form and further details from Director of Social Services (GY5), Surrey House, 34 Eden Street, Kingston-upon-Thames, Surrey.



WARWICKSHIRE SOCIAL SERVICES

Senior Child Care Officer

Senior Grade: £2,607 to £3,282/£3,957 (plus £312 p.a. supplement)

An experienced and preferably qualified senior child care officer is required as Norton School, Kington; a former approved school for 80 boys aged 14 to 16 years which is now part of the Child Care Service in Warwickshire. The school is situated in a very pleasant South Warwickshire village near to Warwick, Stratford-upon-Avon and the Cotswolds.

The principal aim of the school is the rehabilitation of the boys and the person appointed should have a special interest in caring for adolescents and the ability to work closely with the teaching staff, social workers and families.

A three-bedroom semi-detached house is available to rent on a service tenancy or single accommodation is available if preferred. Settling-in allowances of up to £400 are available in approved circumstances.

Application forms are available from the Director of Social Services, Shire Hall, Warwick (telephone 24453), extension 24453.

Closing date: November 26th, 1976.

Warwickshire

KINGSWOOD SCHOOLS BRISTOL

A SENIOR CHILD CARE OFFICER

is needed in the

TRAINING SCHOOL

as part of a team working in a group living unit for up to 50 boys.

SALARY: Senior R.C.C.O. (£2,919-£3 to £3,594-£6 to £4,269 inclusive of salary supplement).

The post might be of interest to a person qualified as a teacher. (Min. Salary £3,087).

The School works in conjunction with two others on a campus 5 miles from the centre of Bristol. The whole estate is a Community Home with education and care facilities.

The training school provides care, treatment and training for boys aged 15-18 on admission. There are three Houses, each with its own particular ethos and role.

Applicants should be emotionally mature and preferably experienced. Qualifications in child care or a related field would be helpful but not essential. Personal qualities of integrity, sympathy, interest in young people and a willingness to learn are important. The successful candidate will be a member of a team led by a qualified teacher.

Professional support and in-service training are available. LEAVE: Eight weeks per annum. Working week: Normally 40 hours (average). But occasionally overtime is needed.

Accommodation: Possibility of board residence for a single person at charge of £411 p.a. or married quarters at a rental of £204 p.a.

Possibility of removal and relocation expenses.

Enquiries, further details and application forms from the Director of Social Services, Kingswood School, Kingswood, Bristol: BS15 2DA. Telephone: Bristol (0272) 672287 Ext. 240.

EDUCATION DEPARTMENT

YOUTH WORKER

Based at the Bratons Area Youth House, Rainham Road, Rainham

To coordinate, advise on and extend the use of the Youth House, and develop youth work in the area. A staff of part-time youth workers is employed in the Youth House. Salary based on F.E. Lecturer Grade 1, £3,078-£4,986 p.a. Other conditions of service J.N.C. Assistance may be given with removal expenses.



Details and application forms from the Director of Educational Services, London Borough of Havering, Mercury House, Romford RM1 3BL. Closing date 24th November, 1976.

SENIOR ASSISTANT MANAGER

REDBRIDGE SPORTS CENTRE TRUST LTD.

SENIOR ASSISTANT MANAGER wanted for early appointment to join an enthusiastic team managing an independent multi-sports complex. Challenging opportunity for experienced physical educationist preferably in age-range 30 to 35. Responsibilities will include supervision of staff, coaching of school children and general administrative duties. Starting salary approximately £3,500 per annum, plus overtime allowance. Application forms from the Secretary (Department 2), Redbridge Sports Centre Trust Limited, Forest Road, Barkingside, Essex IG8 3HD.

YOUTH AND COMMUNITY SERVICE COMMUNITY DEVELOPMENT WORKER

SOUTH KILBURN, NW6

for the South Kilburn area to be based at the Carlton Centre. The Centre, which is urban and funded, has a local management committee. It offers considerable scope for community activities and recreation. Applicants should have experience in community work or community education.

For an informal discussion ring Ron Kirby at the Centre on 024 3817.

SALARY: JNC Range 4, points 1-5, plus £402 London Allowance + £312 Supplement.

Application forms from the Administration Manager, Room 708, Brent House, High Road, Wembley, Middlesex, returnable by 26th November, 1976. Telephone 01-903 0371 (24-hour Answerphone service). Reference number E/01 must be quoted.

London Borough of BRENT

ESSEX COUNTY COUNCIL Community Education Service

The Essex Community Education Service offers the following opportunities for career advancement: Training and excellent support services and central facilities. Applicants should be qualified teachers or youth leaders. J.N.C. conditions apply.

Brooklands and East Ward Youth Centre, Colchester.

Warden

This well-established centre serves the eastern area of Colchester. Based in a converted residence, the Centre also uses a number of premises in the area which provide facilities for a variety of social and recreational activities. The Warden (supported by a full-time deputy and part-time workers) will be responsible for the day-to-day management of the Centre, including the provision of group work training and other social education methods.

Salary: J.N.C. Range 4(h), £4,248-£4,800 + £312 per annum Supplement, plus any relevant graduate allowance.

Application form and further particulars from the County Education Officer, Community Education Branch, Thirskneedle House, Market Road, Chelmsford.

Closing Date: 28 November, 1976.

YOUTH AND COMMUNITY SERVICE

Applications are invited for the following full-time posts which have become vacant:—

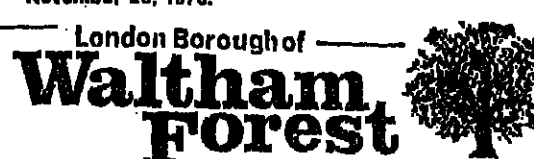
Centre Managers (Male or Female)

- (1) Heathcote Youth Centre, Chingford, E4
- (2) Walthamstow Youth Centre, Walthamstow, E17

Interested persons (in both cases) will need to have a sound grasp of Youth Work Theory and Practice allied to good organizing ability, and the confidence to take immediate responsibility for leading and coordinating the efforts of a team of part-time youth workers. They must also be in possession of a recognized professional qualification in Youth and Community Work.

Salary is in accordance with the Burnham (Further Education) Lecturer 1 Scale, rising to a maximum of £4,874 inclusive of London Weighting, plus £312 cost-of-living supplement.

For further details and an application form, write to the Principal Youth and Community Officer, at the Municipal Offices, High Road, Leyton, London E15 5QJ. Closing date for receipt of applications: Friday, November 26, 1976.



THERE MIGHT BE A GOOD JOB FOR YOU IN BRENT'S YOUTH AND COMMUNITY SERVICE

Applications are invited from suitably qualified and experienced people who wish to work in a Borough with progressive ideas about meeting the leisure needs of people of all age groups:—

ASSISTANT LEADER

ALPERTON YOUTH CENTRE
Wembley, Middlesex (902 7509)

Alperton Youth Centre is one of the largest Youth Centres in Brent, offering facilities to a multi-racial membership (currently predominantly West Indian). A vacancy exists for a full-time Assistant Leader with drive, imagination and initiative to participate in the continued development of the programme. The post offers scope for a recently qualified Youth and Community Worker.

Salary: JNC Range 3, points 1 to 5, plus £3,957 per annum (inclusive of London Allowance) plus £312 supplement.

Reference number: E/84.

ASSISTANT LEADER

THE GLADSTONE CENTRE
Cricklewood, NW2 (452 6272)

This is a temporary post available immediately and until July 31, 1977, for work to replace the present Assistant Leader who has been seconded for full-time training. An interesting post offering the opportunity for work with various age-groups, but particularly with adolescents, from various cultural backgrounds. The full-time staff of the Centre are supported by a large team of paid and voluntary part-time workers.

Salary: JNC Range 3, points 1 to 5, plus £3,957 per annum (inclusive of London Allowance) plus £312 supplement.

Reference number: E/85.

ASSISTANT MANAGER

YOUTH COFFEE BAR
Kensal Green, NW10 (960 3043)

A Youth and Community Worker of either sex is required to assist the Manager, recently appointed, to run this project in a neighbourhood of Willesden where community facilities are now expanding. It is not essential for the Assistant to be a Qualified Worker although it would be necessary to have experience in working with young people.

Salary: Qualified Worker: JNC Scale 2, £3,114 to £3,939 per annum (inclusive of London Allowance) plus £312 supplement.

Unqualified Worker: £2,381 to £2,715 per annum (inclusive of London Allowance) plus £312 supplement.

Reference number: E/86.

ASSISTANT LEADER

THE CARLTON CENTRE
South Kilburn, NW6 (624 3817 or 328 4454)

An experienced Assistant Youth and Community Worker is required to join the staff of this neighbourhood Community Centre which is planned to provide a variety of services in a redevelopment area. The person appointed to this post will be responsible for organizing and developing a programme of activities for junior and adolescent age-groups and should be prepared to

YOUTH AND COMMUNITY SERVICE continued

ST. HELENS
Education Department
YOUTH LEADER
DEPARTMENT HEAD, YOUTH CENTRE

Applications are invited for the post of Youth Leader at St. Helens Youth Centre, which is situated in a housing development in the town.

Approved renewal expenses will be paid and it is anticipated that housing accommodation may be available if required.

Form of application and further particulars may be obtained from the Director of Education, Education Department, Century House, Harbottle Street, St. Helens, Merseyside WA10 1HN, to whom completed forms should be returned by Friday, 26th November, 1976.

WAKEFIELD (City of)

EDUCATION DEPARTMENT

YOUTH TUTOR

Applications are invited from qualified teachers and experienced youth workers for the post of Youth Tutor at the Wakefield Youth Centre, which is situated in a housing development in the town.

Approved renewal expenses will be paid and it is anticipated that housing accommodation may be available if required.

Form of application and further particulars may be obtained from the Director of Education, Education Department, Century House, Harbottle Street, St. Helens, Merseyside WA10 1HN, to whom completed forms should be returned by Friday, 26th November, 1976.

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WAKEFIELD (City of)

Overseas Appointments

SWEDEN

THE JOHOR UNITED WORLD CENTRE

JOHORE, BELANTU, MALAYSIA

Required for January, 1977, or earlier if available, a

Resident Warden

For the post, the Board of Governors seek a person who is able to offer formal qualifications in a relevant combination of Secondary school subjects as well as practical, and responsible experience in a range of outdoor pursuits preferably in more than one country. A husband and wife team, without young children, would be desirable.

"Belantu", a "jungle classroom", is a new and developing centre for outdoor study including scientific, cultural and sociological study. It is a joint venture between the Johor United World Centre in Malaysia and the United World College of S.E. Asia situated in Singapore. The Centre, located on the S.E. coast of the State of Johor, is a lush tropical area on the edge of dense secondary jungle, facing the South China Sea, in an isolated setting some forty miles from Singapore.

The appointment would be for two years in the first instance. The salary would be in the region of \$318,000-352,000 p.a., depending on age, length and variety of practical experience, and qualifications. Further details are available from:

United World College, London House, Macleanburgh Square, London WC1N 2AB, UNITED KINGDOM

or The Secretary, Johor United World Centre, c/o United World College of S.E. Asia, Pasir Panjang, P.O. Box 15, SINGAPORE 5

Applications (no forms), giving fullest particulars, should be sent to The Secretary, Johor United World Centre, c/o United World College of S.E. Asia, Pasir Panjang, P.O. Box 15, Singapore 5.

UNITED WORLD COLLEGES THE JOHOR UNITED WORLD CENTRE

JOHORE, BELANTU, MALAYSIA

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United World College, London House, Macleanburgh Square, London WC1N 2AB, UNITED KINGDOM

Science qualification and an interest in technical writing?

If you are qualified in electronics or physics: have an interest in writing; an eye for detail; a capacity for fast accurate work and an ability to communicate, then Mullard, a major electronics company within the international Philips Group, can offer you a really interesting and worthwhile career.

Join our publications department at Mitcham and you'll be involved in writing and editing a wide variety of technical literature ranging from simple leaflets to substantial booklets and a company journal. This work covers most aspects of electronics including component fabrication, quality performance, and a wide variety of circuit applications and performance information.

If you would like to use your science qualification in our technical writing team, which is providing a vital back-up service to our sales and supply operations in the electronic component field, get in touch now with the Personnel Manager, Mullard Limited, Millers House, Tarrington Place, London WC1E 7HD. Tel. 01-580 6633, ext. 453.

Mullard

BBC SCHOOLS TELEVISION

requires two

PRODUCTION ASSISTANTS

to work on full range of output in Department, initially on programmes for children up to 9 years of age/less able children/history/music. Good 10 varied teaching experience at primary and/or secondary level and/or television production experience. Training in television production will be given if necessary. Based: West London.

Salary: £4,341 p.a. (may be higher if qualifications equivalent) x £100-£150 p.a. plus uncashed allowance of £234 p.a. plus Pay Supplement as appropriate.

Write or telephone immediately for application form (returnable by 25th November), quoting Reference 76/519, to: Applications Department, BBC, London W1A 1AA. Telephone 01-580 4418, Ext. 4119.

BBC tv

HARRAP BOOKS

Harrap have two vacancies in their Editorial Department.

EDITOR FOR FRENCH

We are looking for an editor to work on materials for teaching French, mainly in the secondary school. Fluent French, knowledge of other languages, and teaching and/or previous editorial experience required; plus a good knowledge of French and other languages.

EDITORIAL ASSISTANT

We also require an Editorial Assistant in Modern Languages. The ideal candidate should have a good degree in Modern Languages, a good knowledge of French is essential, plus other European languages. No previous Editorial experience is necessary.

Please write, giving full curriculum vitae to: Personnel Department, George G. Harrap & Co. Ltd., 182-4 High Holborn, LONDON WC1V 7AX.

EDUCATIONAL COURSES continued

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EDUCATION COMMITTEE
FULTON COLLEGE
BURNLEY, LANCASHIRE
(0524) 511111

CUMBRIA

LANDLAIN TRAINING GROUP
EDUCATION
Lancaster, Lancashire
(0524) 511111

EAST ANGLIA

THE UNIVERSITY
SCHOOL OF CHEMISTRY
M.S. COURSE IN CHEMICAL
EDUCATION

FIELD STUDIES

MOUNTAIN LEADERSHIP
COUNCIL

HERTFORDSHIRE

THE HERTFORD POLYTECHNIC
EDUCATION AND GUIDANCE
A Diploma of the C.N.A.A.

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